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ABSTRACT

High School and Beyond (HS&B) is a longitudinal study, sponsored by the Center for Statistics (CS), of nationally representative samples of high school sophomores and seniors of 1980. In the 1980 base year survey questionnaires and cognitive tests were administered to over 30,000 sophomores and 28,000 seniors enrolled in 1,015 public and private schools. Follow-up surveys were conducted in 1982 and 1984. This annotated bibliography contains 276 references to journal articles, papers, and books (published as of June 30, 1985) that use HS&B data. Each reference includes complete publication data, up to eight topic entries (key words), and an annotation. The bibliography includes CS publications, and references downloaded from Educational Resources Information Center (ERIC), Dissertation Abstracts, Sociological Abstracts, National Technical Information Service (NTIS) and U.S. Government Printing Office (GPO) data bases. The HS&B bibliography was developed using a microcomputer-based bibliographic information program called REF-11. The two REF-11 data fields are described in Part I, Guide for Users. Part II contains entries arranged alphabetically by first author. Part III contains the most recent additions. Part IV lists topics used in the REF-11 topic field. Part V contains a compilation of the references in bibliographic format plus an author index. This HS&B bibliography is updated on a continuing basis. (BS)

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Contractor Report

Annotated Bibliography of Studies Using Data from High School and Beyond A National Longitudinal Study for the 1980's

Office of Educational Research and Improvement
US Department of Education
Center for Statistics

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Annotated Bibliography of Studies
Using Data from
High School and Beyond
A National Longitudinal Study for the 1980's

NORC, a Social Science Research Center
Chicago, Illinois

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December 1985

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FOREWORD

High School and Beyond (HS&B) is a longitudinal study, sponsored by the Center for Statistics (CS), of nationally representative samples of high school sophomores and seniors of 1980. Its broad purpose is to provide detailed information about the processes whereby young persons progress through high school and on into postsecondary education, work, and/or family formation.

In the base year survey, conducted in 1980, questionnaires and cognitive tests were administered to over 30,000 sophomores and 28,000 seniors enrolled in 1,015 public and private schools. Follow-up surveys were conducted in 1982 and 1984.

The HS&B data base is widely used by researchers both within and outside the Government. This is an annotated bibliography of research reports based on HS&B data that had been published as of June 30, 1985. We expect that in the years ahead this bibliography will be updated from time to time.

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Part I

Guide for Users

The High School and Beyond Annotated Bibliography contains, at this writing, 276 references to journal articles, papers, and books that used High School and Beyond (HS&B) data. In its fullest form, that used in this volume, each reference includes complete publication data, as many as eight topic entries (key words), and an annotation of up to twenty lines. This biblography includes, but is not limited to, publications of the Center for Statistics (CS), the study's sponsor, and references which have been listed in the Educational Resources Information Center (ERIC), Dissertation Abstracts, Sociological Abstracts, National Technical Information Service (NTIS) and U.S. Government Printing Office (GPO) data files available through the Dialong information retrieval service. All entries downloaded from these sources include, as the last topic listed, the source file's access number preceded by a letter indicating the primary source file (E=ERIC, D=Dissertation Abstracts, S=Sociological Abstracts, N=NTIS and G=GPO). With this information, users can access the source files to obtain information found uniquely in those files (e.g., where documents can be obtained).

The HS&B bibliography was developed using a microcomputer-based bibliographic information program called REF-11.* Users should be aware that some data field limitations in the REF-11 bibliography program made it necessary to abbreviate some words in order to fit as much material as possible into the fields provided. This is particularly noticeable in the publisher field (32 characters), the topic fields (8 topics, 26 characters), and the comments field (20 lines, 67 characters each). Thus users searching for a familiar ERIC topic field that is longer than 26 characters should be alerted to try obvious abbreviations. (For example, "Institutional Characteristics" has been abbreviated to "Institutional Characteris.," and "Organizational Effectiveness" has become "Organiz. Effectiveness.") Similarly, abbreviating has been done as necessary in the comments field in order to retain as much material as possible; these abbreviations are straightforward and should be easily interpreted (e.g., "pub." for "Public," "priv." for "private," "h.s." for "high school," and "sig." for "significant").

The HS&B bibliography data currently exist as two REF-11 files. The first contains the bulk of the entries; this file is approximately 300 kbytes in size in its REF-11 format. The second file contains entries most recently added and is approximately 50 kbytes in size. Both files also exist as standard ASCII files approximately 365 and 65 kbytes in size, respectively. In the latter format, a variety of microcomputer word processing programs can be used to search for words or word strings in the file.

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* REF-11 is a relatively inexpensive package configured to run on MS-DOS and other microcomputers. Additional information is available from DG Systems, 322 Prospect Avenue, Hartford, Connecticut 06106.

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The HS&B bibliography is updated on an on-going basis, and information about any relevant references not included in the current listing would be welcome. Please send information to: U. S. Department of Education, Center for Statistics, Longitudinal Studies Branch, 1200 19th Street, N.W., Washington, D.C. 20208-1628. Part II contains the majority of the entries, in alphabetical order by first author. Entries most recently added can be found in Part III, Recent Additions; these also are in alphabetical order by first author. Part IV lists topics used in the REF-11 "topics" field. Part V, in two sections corresponding to Parts I and II, is a compilation of references in bibliographic format.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 1 Journal Reference **********
Authors = Alexander,KL; Natriello,G; Pallas,AM
Article = For Whom the School Bell Tolls: The Impact of Dropping Out on Cognitive Performance
Volume = v50 n3 Year = June 1985 Pages = 409-420
Journal = American Sociological Review
Topics = Cognitive Development; High School Dropouts; High School Sophomores; High School and Beyond
Comments = Although much has been written about the ineffectiveness of schools in imparting cognitive skills, there is little reliable knowledge by which to judge such claims. While the typical school effectiveness study focuses on variation in educational outcomes between organizational units, there have been few studies which compared "school" and "non-school" populations. The purpose of this paper is to assess the contribution of formal schooling to cognitive development. Using data from the sophomore cohort of the High School and Beyond project, the authors compare patterns of cognitive development for graduates and dropouts over a two-year interval. With the effects of social background, sophomore test performance, and prior academic adjustment controlled, the average difference in cognitive test performance that may be attributable to the effect of staying in school is about one-tenth of a standard deviation. Moreover, dropping out of school has its most severe negative effects upon disadvantaged students.

******* Volume-ID = 1- 2 Journal Reference **********
Authors = Alexander,KL; Pallas,A
Article = In Defense of "Private Schools and Public Policy": Reply to Kilgore
Volume = v57 n1 Year = Jan 1984 Pages = 56-58
Journal = Sociology of Education
Topics = Catholic Schools; Public Schools; High School and Beyond
Comments = This article continues a discussion in the pages of this journal between the authors, on the one hand, and Sally B. Kilgore, writing in defense of the Coleman-Hoffer-Kilgore findings, on the other. Alexander and Pallas continue to conclude that "public schools do about as well as Catholic schools in promoting cognitive achievement."

******* Volume-ID = 1- 3 Book Reference **********

Authors = Alexander,KL; Pallas,AM

Book = School Sector and Cognitive Performance: When Is a Little a Little. Report No. 350

Volume = Year = Feb 1984 Pages = 53p

City = Baltimore Publisher = Center for Soc. Org. of Schools

Topics = Academic Achievement; Catholic Schools; Public Schools; Research Problems; School Effectiveness; High School and Beyond; E-ED247253 TM840424

Comments = Coleman, Hoffer and Kilgore's claims regarding the effects of Cath. schools on cog. achievement have evoked much controversy. Critics have argued that the cross-sectional testing data Coleman et al. used could not distinguish differential sector effectiveness from selection effects, i.e., that Cath. schools enroll students of superior academic competency. The First Follow-Up (1982) of the HS&B Base Year Sophomore Cohort allows a stronger design for studying this issue. Using soph. test performance to control for input-level differences in competency while predicting senior year test performance in several cognitive domains, the "common school" effect found by Coleman and his colleagues disappears. The omission of such input controls leads to a substantial upward bias in the estimate of Cath. sector effects on achievement. The best estimate of the Cath. sector effect on cog. growth from the soph. to sr. year, using aggregate sophomore-to-senior year change in performance as a yardstick, is about two-thirds of a year's growth. Differences of this magnitude are judged to be substantively trivial because they correspond to less than .1 standard deviations in test performance. Sector differences in test performance are too small to warrant the attention they have received.

******* Volume-ID = 1- 4 Book Reference **********

Authors = Alexander,KL; Pallas,AM
Book = Private Schools and Public Policy: New Evidence on Cognitive Achievement in Public and Private Schools
Volume = Year = Jan 1983 Pages = 29p
City = Baltimore Publisher = Center for Soc. Org. of Schools
Topics = Achievement Rating; Catholic Schools; Public Schools; School Effectiveness; Statistical Analysis; High School and Beyond; NLS-72; E-ED231034 EA015694
Comments = Recent research by Coleman, Hoffer, and Kilgore on the effectiveness of public and private schools may be seriously flawed because of its neglect of input-level differences in student performance and its reliance on cross-sectional testing data as the criterion measure. The sample used by Coleman and his colleagues from the High School and Beyond (HSB) data set was limited to seniors and to fewer schools than the more complete data in the National Longitudinal Study of the High School Class of 1972 (NLS-72). Whereas it is true that a comparison of mean scores for public and Catholic schools in both the NLS-72 and HSB consistently favors Catholic schools, such a comparison may be inappropriate because private sector schools tend to attract students who are in an academic track, but public schools must take anyone. The differences between public and Catholic test score results become markedly slimmer when academic and general track students are compared separately....The differences between public and Catholic schools in achievement scores become insignificant after the variables of student selection and background characteristics are statistically controlled....

******* Volume-ID = 1- 5 Journal Reference **********
Authors = Alexander,KL; Pallas,AM
Article = Private Schools and Public Policy: New Evidence on Cognitive Achievement in Public and Private Schools
Volume = v56 n4 Year = Oct 1983 Pages = 170-182
Journal = Sociology of Education
Topics = Academic Achievement; Catholic Schools; Public Schools; Research Problems; High School and Beyond; S-8142143 84N6350; E-EJ290536 80511988
Comments = James S. Coleman, Thomas Hoffer, and Sally B. Kilgore (High School Achievement: Public, Catholic and Private Schools Compared, New York: Basic Books, 1982) have compared the effectiveness of public and private schools to the advantage of the latter. One aspect of their conclusions is reexamined: the claim that private schools produce better cognitive outcomes. Their argument is flawed by their neglect of input-level differences in performance and by their reliance on cross-sectional testing data as the criterion measure. Differences between public and Catholic high schools within tracks on varied cognitive and achievement outcome measures are examined, utilizing data from [NLS-72 and HS&B]. Differences between sectors are very small and become even smaller when student selection and background characteristics are controlled. The claim that Catholic schools produce better cognitive outcomes is thus unsupported, invalidating the argument based on it for increasing the role of private schools in United States education.

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******* Volume-ID = 1- 6 Book Reference *****************
Authors = Alexander,KL; Pallas,AM; Holupka,S
Book = High School Sector and College Attendance: Patterns of Organizational Facilitation
Volume = Year = 1984 Pages = 25p
City = Baltimore Publisher = Center for Soc. Org. of Schools
Topics = Catholic Schools; Public Schools; NLS-72; High School and Beyond
Comments = Recent research on the relative effectiveness of public and Cath. high schools has focused on educ. achievement as the primary outcome of schooling. But educ. attainment, representing the degree of progress through the school system, may be as important. In this paper, the authors examine patterns of college access for public and Cath. h.s. students in two recent cohorts of U.S. h.s. seniors. Rates of college attendance among Cath. students exceed those of public students in both time periods....Moreover, although the rate of college-going has declined substantially between the two periods, among Cath. students it actually has increased....The authors also examined the extent to which these resilient sector differences could be accounted for by the differing distributions of h.s. curricula and grades across the two sectors. For males, controlling curriculum and grades equalizes the probability of college attendance of public and Cath. students both in 1972 and 1980. But among females, the rate of college-going in 1972 is higher in the public sector, while in 1980 the rate is higher in the Cath. sector. The authors discuss the implications of these analyses for an organizational accounting of sector differences in educational outcomes.

******* Volume-ID = 1- 7 Book Reference **********

Authors = Alexander,KL; Pallas,AM; Holupka,S

Book = Consistency and Change in Educational Stratification: Recent Trends Regarding Social Background and College Access

Volume = Year = 1984 Pages = 54p

City = Baltimore Publisher = Center for Soc. Org. of Schools

Topics = Catholic Schools; Public Schools; NLS-72; High School and Beyond

Comments = After 30 yrs. of rapid growth, college enrollments and h.s.-to-college continuation rates have levelled off. This paper examines current conditions of postsecondary access....Enrollment patterns from NLS-72 and the HS&B sr. cohort are compared to evaluate changes in racial/ethnic, SES and gender constraints upon college attendance. Acad. resource measures (i.e., test performance, h.s. grades and h.s. curriculum) also are examined to assess the patterning and magnitude of such disparities when acad. quals. are equivalent. Overall, attendance has declined about 5 percent, but this overall average obscures some much more dramatic patterns of improved and diminished opportunities. Attendance among women has increased substantially, especially at the lower SES levels, while attendance among men has fallen off sharply, especially among low-resourced, low-SES whites and blacks....Women are now found to attend college at higher rates than men....Minority youth also attend at higher rates than whites at all but the highest SES strata....Socioecon. differentials are persistent, and reflect the characteristic disadvantage associated with low status origins. Attendance has not declined among youth with the highest acad. quals....Implications of these results are also discussed.

******* Volume-ID = 1- 8 Book Reference **********

Authors = Arredondo,DEB

Book = Relationships between Administrator Emphasis on Staff Evaluation Processes and Secondary School Effectiveness in Washington State. Ph.D. Thesis

Volume = Year = 1983 Pages = 197p

City = Seattle Publisher = University of Washington

Topics = School Administrators; School Effectiveness; Staff Evaluation; Washington; High School and Beyond; D-827475 0514-0250

Comments = The purpose of this study, using Wash. State HS&B data, was to explore relationships between administrator emphasis on staff eval. processes and the overall effectiveness ratings of a sample of Wash. State high schools. Admin. emph. on staff eval. (the major indep. variable) was defined as being composed of variables which were believed to be indicative of the quality of the staff eval. process--administrator time on evaluation processes, the administrator's setting of personal goals for eval. skill imprvt., and his/her identification of marginal teachers....The dependent variable, the effectiveness score of the school, was defined as a composite of standard scores on ten component variables (student achievement, instruct. quality, acad. emph., teacher expectations, fairness of discipline, student attendance, teacher interest in students, amount of homework, student drop-out rate, and teacher absenteeism). These component variables were weighted on the basis of judgments by an expert panel, the achievement component adjusted for an SES factor, and an effectiveness score calculated for each school....The results indicated that the hypothesized relationships between emphasis on teacher evaluation and school effectiveness did not exist under the conditions studied.

******* Volume-ID = 1- 9 Book Reference **********

Authors = Bagasao,PY

Book = Factors Related to Science-Career-Planning among Asian and Pacific American College-Bound High School Seniors. Ph.D. Thesis

Volume = Year = 1983 Pages = 227p

City = Los Angeles Publisher = University of California

Topics = Asian-Pacific Americans; High School Seniors; Science Careers; High School and Beyond; D-813013 0745-0031

Comments = The purpose of this study, using data from the HS&B senior cohort, was to test the popular belief that Asian and Pacific Americans (APAs--including Japanese, Chinese, Filipino, Korean, Vietnamese, "Other Pacific Islander," and "Other Asian") are strongly science-oriented and to investigate the factors that influence their career choice....The major findings to emerge from the study were as follows: (1) ....the different APA ethnic groups vary, especially with respect to residence history, home environ., profic. in Eng., and orientation toward math and sci....also with respect to science-career-planning and type of sci. career planned. (2) The shorter the time the APA student had lived in the U.S., the more likely he/she was to plan to major in sci.... (3) APA men were more likely than APA women to plan to major in sci.... (4) The following profile of the APA science-career-planner emerged from the study: Like the white science-career-planner, they are more likely to manifest superior quantitative ability, to take a large amount of math and sci. coursework in h.s. and to consider their math classes valuable and interesting. They are not socially or verbally oriented, and tend to be more practical in their values than non-science-career-planners.

******* Volume-ID = 1- 10 Book Reference **********

Authors = Baldwin,B

Book = A Causal Model of the Effects of Maternal Employment on Adolescent Achievement

Volume = Year = Apr 1984 Pages = 31p

City = New Orleans Publisher = Paper, Am. Educ. Research Assoc.

Topics = Academic Achievement; Adolescents; Employed Parents; Females; Mothers; Parent Influence; High School and Beyond; E-ED243933 TM840245

Comments = Given the theoretical complexity of the processes underlying achievement, it is not surprising to find limited investigation of the relationships between maternal employment and adolescent academic performance. The High School and Beyond 1980 sophomore data was used to assess the impact of maternal employment on seven latent variables: number of siblings, sex role orientation, mother's influence in academic matters, personal/social self-concept, academic task confidence, educational/occupational aspirations, and achievement. The LISREL causal modeling technique permitted a more sophisticated and complete analysis of these variables than has been previously attempted. The results indicate that for sophomore middle-class females (1) the hypothesized model applied well to both maternally employed and nonemployed groups; and (2) differences in academic groups were insignificant although some of the other variables do indicate differential trends affected by maternal employment status.

******* Volume-ID = 1- 11 Book Reference **********

Authors = Baly,IE

Book = Assessing the Vocational-Educational Decision-Making Patterns of Low SES Black Male High School Seniors: A Test of Two Models (Maturity, Psychology, Minorities). Ph.D. Thesis

Volume = Year = 1984 Pages = 179p

City = Berkeley Publisher = University of California

Topics = Black Males; Low SES Students; Vocational Aspirations; Vocational Behavior; Medium-High SES; White Males; High School and Beyond; D-864124 0747-0028

Comments = The relative merits of two approaches for assessing the voc. behav. patterns of black youth which reflected their reported statements about aspirations, values, self-appraisal, and career choices was investigated, resulting in a vocational behavior construct labeled Vocational-Education Decision-Making(VEDM). Specific objectives were (1) To develop two different measures of VEDM using HS&B data--Generalized VEDM(GVEDM), from a subsample of med. and high SES white male subjects, and Specific VEDM(SVEDM), from a subsample of low SES black male subjects, (2) To analyze and clarify the nature of the factor structure of these two measures, and (3) To determine the rel. value of the two approaches for assess. VEDM and elab. a model of voc. behavior in a sample of low SES black males. The hypothesis suggested that low SES black subjects would respond differently to the questionnaire items than would med. and high SES subjects. It was also hypoth. that the use of normative data based on the responses of a low SES black sample would more accurately reflect the voc. behavior of this group than would a portrait which used white med. and high SES subjects as the reference group....Low SES black males display a pattern of VEDM behav. which is statis. sig. different from that of high and medium SES white males....

******* Volume-ID = 1- 12 Book Reference **********

Authors = Belfon,SM

Book = The Effect of Being Read to as a Preschooler on Academic Achievement and Attitudes toward Reading at Grade Ten. Ed.D. Thesis

Volume = Year = 1983 Pages = 128p

City = Durham, N.C. Publisher = Duke University

Topics = Academic Achievement; High School Sophomores; High School and Beyond; D-820752 0531-0066

Comments = To examine the long-term effect of being read to as a preschooler, 4,661 10th graders who were read to daily during the preschool years were compared with 2,320 10th graders who were not read to in terms of acad. achievement and attitudes toward reading, using HS&B base year data. In general, 10th grade students who were read to as preschoolers had sig. higher acad. achievement and more positive attitudes toward reading than 10th graders who were not read to during the preschool years. Sig. diffs. were found between low, middle, and high SES read-to and not-read-to students in terms of acad. achievement, amount of time spent reading for pleasure, and frequency of reading the front page of the newspaper....Diffs. were sig. for low SES males and for both males and females within middle and high SES groups in terms of attitudes toward Eng. class. Sig. diffs. were found between middle and high SES read-to and not-read-to students in terms of remedial Eng. placement and advanced Eng. placement. Diffs. in remedial Eng. placement were sig. for middle SES females. Differences in advanced Eng. placement were sig. for middle SES females and for both males and females within the high SES group....Data were analyzed separately for each of the three SES groups and, additionally, by sex within each SES group.

******* Volume-ID = 1- 13 Book Reference *****************

Authors = Borus,ME

Book = Pathways to the Future, Vol. III. The National Longitudinal Surveys of Youth Labor Market Experience in 1981. Final Report

Volume = Year = Feb 1983 Pages = 304p

City = Columbus, Ohio Publisher = OSU Cen. for Human Resource Res.

Topics = Academic Aspiration; Crime; Job Satisfaction; Private Schools; Youth Employment; High School and Beyond; NLS--Labor Force Behavior; E-ED236221 TM830741

Comments = This analytical report is based on data from the 1979, 1980 and 1981 waves of the National Longitudinal Surveys of Youth Labor Market Experience, collected for a nationally representative sample of more than 12,000 youth. Chapter One investigates those characteristics of jobs that make them desirable to youth. In sum, youth jobs that are satisfying should provide security, genuine skill acquisition, and a healthful work environment. Chapter Two examines the relationship between crime and employment using a model that combines economic and sociological approaches. Chapter Three investigates the effects of two determinants of educational aspirations and delinquent behavior: high school students' participation in their school's informal social system (measured by non-class and non-studying time spent at school) and their expression of positive sentiments towards their schools. The final chapter tests the findings of Coleman, Hoffer and Kilgore who conclude that public secondary schools provide an inferior education relative to private schools. The clear conclusion was that being in the college preparatory curriculum in either public or private secondary school is much more critical than the type of school for maximizing the two educ. outcomes.

******* Volume-ID = 1- 14 Book Reference **********

Authors = Bourjaily,AK

Book = The Relationships among Self-Concept, Achievement, and Occupational Aspirations of High School Senior Students. Ph.D. Thesis

Volume = Year = 1984 Pages = 109p

City = Akron, Ohio Publisher = University of Akron

Topics = Academic Performance; Cognitive Achievement; High School Seniors; Occupational Aspirations; Student Self-Concept; High School and Beyond; D-846649 0533-0003

Comments = This study, using HS&B Base Year data, examined relationships among self-concept, achievement, and occupational aspirations of h.s. seniors. Specifically, it correlated self-concept with the orientation of occupational preferences in vocational or academic directions. Three major research questions were answered; it was found, at $p < .001$, that: (a) a significant relationship exists between student self-concept and cognitive achievement, as measured by subtests in reading, mathematics, and vocabulary; and academic performance, as measured by self-reported grades; (b) a significant relationship exists between cognitive achievement, academic performance, and the orientation of ocupational aspirations; and (c) a significant relationship exists between student self-concept and the orientation of occupational aspirations....Findings suggest strong implications for public school guidance personnel and administrators who make decisions concerning the placement of students in vocational or academic career directions. Relationships further suggest that improved self-concept may lead to more positive achievement in school and ultimate occupational aspirations.

******* Volume-ID = 1- 15 Journal Reference **********
Authors = Bracey,GW
Article = You Can Lead a Kid to Loiter, But You Can't Make Him Think
Volume = v65 n9 Year = May 1984 Pages = 644-647
Journal = Phi Delta Kappan
Topics = Cognitive Style; Computer Assisted Instruc.;
Educational Research; Racial Segregation;
Standardized Tests; Study Habits;
High School and Beyond; E-EJ298071 EA517663
Comments = This review summarizes research findings on the topics of impulsive-reflexive cognitive style of problem solving, first graders' behavior suggesting racial segregation, a reanalysis of "High School and Beyond," children's collaborative problem solving while sharing a computer, the match between tests instruction, and students' choice of noisy study condition.

******* Volume-ID = 1- 16 Journal Reference **********
Authors = Braddock,JH,II
Article = The Issue Is Still Equality of Educational Opportunity
Volume = v51 n4 Year = Nov 1981 Pages = 490-496
Journal = Harvard Educational Review
Topics = Educational Quality; Equal Education;
Private School Aid; Private Schools; Public Schools;
Social Science Research; High School and Beyond
Comments = Jomills Henry Braddock II focuses on the interrelationships between private schools, social segregation, tuition tax credits, and equal educational opportunity. This article is one of a colloquium of six analyses by social scientists of "Public and Private Schools" by Coleman, Hoffer and Kilgore, along with a response to those analyses by the report's authors.

******* Volume-ID = 1- 17 Journal Reference **********
Authors = Braddock,JH,II.
Article = Quality and Equality: Compatible or Incompatible Goals?
Volume = v63 n3 Year = Nov 1981 Pages = 166
Journal = Phi Delta Kappan
Topics = Minority Group Children; Nontraditional Education; Private Schools; Public Schools; Equity (Education); High School and Beyond; E-EJ255024 EA514730
Comments = Questions James Coleman's pluralistic model of education and suggests that minority students, either by choice or by luck of the draw, might be excluded from participation in specialized school programs. Posits that federal aid to private schools may cause a "brain drain" from public schools.

******* Volume-ID = 1- 18 Journal Reference **********
Authors = Breneman,DW
Article = Coleman II and the Credibility of Social Science Research
Volume = v13 n6 Year = Sept 1981 Pages = 13
Journal = Change
Topics = Credibility; Educational Policy; Political Issues; Public Policy; Research Methodology; Social Science Research; High School and Beyond; E-EJ252370 HE514787
Comments = The credibility of social science research suffers, it is suggested, when a preliminary report in need of scholarly review and clarification is rushed prematurely to the public in the midst of an intensely political debate about public support for private schools. The Coleman II report is cited as an example.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 19 Book Reference **********

Authors = Brown,GH

Book = The Relationship of Parental Involvement to High School Grades. NCES Bulletin

Volume = Year = Mar 1985 Pages = 4p

City = Washington, D.C. Publisher = NCES (ED)

Topics = Parental Involvement; Student Achievement; High School and Beyond

Comments = Using High School and Beyond (HS&B) first follow-up (1982) survey data, this analysis examines the relationship between academic achievement and parental involvement. It was found that parental involvement has a positive relationship to student grades, and that this relationship holds across all HS&B survey items used to measure involvement by parents.

******* Volume-ID = 1- 20 Book Reference **********

Authors = Brown,GH; Carroll,CD
Book = The Effect of Anxiety and Boredom on Cognitive Test Performance
Volume = Year = Apr 1984 Pages = 15p
City = New Orleans Publisher = Paper, Amer. Ed. Research Assoc.
Topics = Cognitive Development; Performance Factors; Scores; Test Anxiety; Testing Problems; Boredom; High School and Beyond; E-ED244968 TM840240
Comments = Two factors which act to depress cognitive test performance are referred to as anxiety and boredom. The response to a 20-item adjectival checklist administered to high school seniors after completing a cognitive test battery were subjected to iterative principal axes factor analysis. The relationships between anxiety or boredom and test performance were explored. Anxiety and boredom were shown to have adverse effects upon performance on reading and mathematics tests. Anxiety and, to a lesser extent, boredom sometimes appear to have effects on test performance which are strong enough to neutralize or reverse effects associated with variables, such as sex, socioeconomic status, and race or ethnicity. Differences in anxiety level can lead to differences in test scores large enough to mask any evidence of growth. Cognitive growth may not be indicative of true growth, but reflects a change in anxiety level.

******* Volume-ID = 1- 21 Book Reference **********

Authors = Brown,KG

Book = Postsecondary Plans of High-School Seniors in 1972 and 1980: Implications for Student Quality. AIR Forum Paper

Volume = Year = May 1982 Pages = 25p

City = Denver Publisher = Paper, Assoc. for Instit. Res.

Topics = Academic Aspiration; Black Students; College Bound Students; College Choice; White Students; High School and Beyond; NLS-72; E-ED220860 HE015419

Comments = The postsecondary educational plans of black and white high school seniors in the class of 1972 were compared with those in the same racial classification in the class of 1980. Data were extracted from NLS-72 and from HS&B. In order to test for differences in postsecondary educational plans between the two surveys, students in each survey were cross-classified by type of school/program planned and by aptitude. There were four categories of school/program variables: vocational school, community college-vocational, community college-academic, and 4-year colleges or universities. The aptitude variables were: lower quartile, middle two quartiles, and upper quartile. Using the log-linear model to analyze the data, it was found that larger percentages of more able than less able students planned to attend 4-year institutions. A greater percentage of students were choosing 4-year schools in 1980 than 1972, and smaller percentages were planning vocational schools in 1980 than in 1972....In addition, the decline in aptitude scores on the ACT and the SAT conflict with the findings regarding aptitude increases for blacks. The data indicate that there is a sizeable pool of low-aptitude students planning to attend colleges and universities.

******* Volume-ID = 1- 22 Book Reference **********

Authors = Bruguera,MR

Book = Influences upon Social Stratification and the Status Attainment Process ([Ethnic] Minorities, Unemployment, Occupational Aspirations). Ph.D. Thesis

Volume = Year = 1984 Pages = 195p

City = Fort Collins, Colo. Publisher = Colorado State University

Topics = Black Students; High School Students; Hispanic Students; Minority Youth Unemploymt.; Occupational Aspirations; White Students; High School and Beyond; D-865846 #621-#853

Comments = The minority youth unemployment problem was studied via the status attainment process. Level of Vocational Aspiration (LOVA) and degree of aspirational realism were the two status attainment process constructs addressed. The predictive relationship between 14 independent variables and LOVA was examined in a national probability sample of 15,776 high school seniors, comprised of 7 percent Chicanos, 12 percent Hispanics, 11 percent Blacks, and 77 percent Anglos. The instrument used was the Senior Questionnaire of the High School and Beyond longitudinal study. The best predictors of LOVA were Level of Educational Aspiration, Age Expectation to Finish Fulltime Education, and Mathematics Aptitude Score. LOVA realism was assessed via the congruence of Major life Goals and High School Preparation variables in comparison with one's reported LOVA. A central conclusion was that all four ethnic groups share some similar elements of the status attainment process in the context of LOVA. Increasing the frequency of higher status attainment among minority youth will help resolve the minority youth unemployment problem. The accuracy of the three strongest predictors indicated high LOVA realism for all four ethnic groups.

******* Volume-ID = 1- 23 Journal Reference **********
Authors = Bryk,AS
Article = Disciplined Inquiry or Policy Argument?
Volume = v51 n4 ; Year = Nov 1981 Pages = 497-509
Journal = Harvard Educational Review
Topics = Educational Quality; Equal Education;
Private School Aid; Private Schools; Public Schools;
Social Science Research; High School and Beyond
Comments = In this article, Anthony Bryk discusses some technical problems with "Public and Private Schools" by Coleman, Hoffer and Kilgore, and suggests techniques that could have been performed to strengthen the analysis. He stresses the problems in generalizing from analyses of subgroups and discusses the implications of program variation between and within sectors (public, Catholic, and non-Catholic private) for the overall analysis. This article is one of a colloquium of six analyses by social scientists of the Coleman-Hoffer-Kilgore report, along with a response to those analyses by the report's authors.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 24 Book Reference **********

Authors = Bryk,AS; et al.
Book = Effective Catholic Schools: An Exploration. With a Special Focus on Catholic Secondary Schools. Executive Summary
Volume = Year = 1984 Pages = 108p
City = Washington, D.C. Publisher = National Catholic Educ. Assoc.
Topics = Catholic Schools; School Effectiveness; High School and Beyond; E-ED251365 SO016054
Comments = The results of nearly 2 years of inquiry into the effectiveness of Catholic schools are summarized. Using a design combining field and survey research, the study included: interviews with staff, students, and parents; observations of classroom and general school life; and extensive documentation on seven Catholic schools across the nation. An introduction presents a brief review of prior research on effective schools, particularly the research of James Coleman and Andrew Greeley. Sections 1-5 focus on Catholic secondary schools, including their character; curriculum and academic organization; the character of instruction; and faculty roles and concerns. Based on an analysis of data from a national survey on American secondary schools, "High School and Beyond," section 5 discusses: major differences among Catholic schools as well as how these schools compare as a group to public schools; institutional factors associated with quality secondary schools; the effects of Catholic secondary schools on student achievement, post-secondary educational plans, and affective and social development; and findings from research on the effects of Catholic school education. Sections 7 and 8 deal with finance and governance issues facing Catholic schools.

******* Volume-ID = 1- 25 Book Reference **********

Authors = Burkheimer,GJ; Novak,TP
Book = A Capsule Description of Young Adults Seven and One-Half Years after High School
Volume = Year = Aug 1981 Pages = 49p
City = Washington, D.C. Publisher = NCES (ED)
Topics = High School Seniors; NLS-72
Comments = This report summarizes some of the results of the NLS-72 fourth follow-up. The principal purpose of the study is to examine the vocational activities, plans, aspirations and attitudes of young adults after they leave high school, and to relate this information to prior educational experiences and to personal and biographical characteristics. The information in this report focuses on the most recent time period for which survey data have been collected (i.e., seven and one-half years following high school graduation); however, the longitudinal nature of the study allows comparisons to prior time periods, where appropriate. Among the topics discussed in this report are current activities of NLS-72 sample members; educational, employment, and family-related outcomes; and experiences and opinions in other areas, including military service, political participation and life goals. Four technical appendices also are provided.

******* Volume-ID = 1- 26 Journal Reference **********
Authors = Cain,GG; Goldberger,AS
Article = Public and Private Schools Revisited
Volume = v56 n4 Year = Oct 1983 Pages = 208-218
Journal = Sociology of Education
Topics = Academic Achievement; Catholic Schools;
Public Schools; Research Problems;
High School and Beyond; E-EJ290548 SO511912
Comments = The authors recap the main issues in their critique of Coleman, Hoffer, and Kilgore (CHK) as well as CHK's rejoinder. These issues include reliability and validity of test scores, the use of particular statistical models and inferences from these, and the importance of school policies in assuring higher achievement among students.

******* Volume-ID = 1- 27 Book Reference **********

Authors = Carroll,CD

Book = The Effect of Alternative Definitions of Growth on Group Differences in Achievement

Volume = Year = Apr 1984 Pages = 19p

City = New Orleans Publisher = Paper, Amer. Ed. Research Assoc.

Topics = Achievement Gains; Pretests Posttests; Research Problems; Statistical Analysis; High School and Beyond; Gain Scores; E-ED246058 TM840239

Comments = This paper compares five growth measures using the High School and Beyond database. The measures are (1) simple gain (posttest minus pretest); (2) difference between group means; (3) percentage of students who scored higher on the posttest than the pretest; (4) percentage of items missed on the pretest which are subsequently answered correctly on the posttest; and (5) difference between the observed posttest scores and the predicted posttest scores based on the correlation between the pre- and posttest scores. These methods were evaluated by determining how consistent each is in differentiating between groups which, on the basis of other evidence, are almost certain to differ in a specified direction. The groups considered were based on sex, race/ethnicity, socioeconomic status, and ability level. Problems were found with all five measures of growth. It is recommended that researchers use multiple measures to st y growth. If that is not possible, the percentage initially wr g but subsequently correct measure or the regression residual should be used.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 28 Book Reference **********

Authors = Carroll,CD

Book = High School and Beyond Tabulation: Time on Homework for High School Seniors in 1972, Seniors in 1980, Sophomores in 1980, and Seniors in 1982

Volume = Year = Dec 1984 Pages = 12p

City = Washington, D.C. Publisher = NCES (ED)

Topics = High School Seniors; High School Sophomores; Time Spent on Homework; NLS-72; High School and Beyond

Comments = This tabulation includes four tables: 1) Percentages of 1972 high school seniors who reported as indicated about their homework, by selected school and student characteristics; 2) Percentages of 1980 high school seniors who reported as indicated about their homework, by selected school and student characteristics; 3) Percentage of 1980 high school sophomores who reported as indicated about their homework, by selected school and student characteristics; and 4) Percentages of 1980 high school sophomores who, as seniors in 1982, reported as indicated about their homework, by selected school and student characteristics. All data displayed in this tabulation were derived from student responses to High School and Beyond (HS&B) and National Longitudinal Study of the High School Class of 1972 (NLS-72) questionnaires.

******* Volume-ID = 1- 29 Book Reference **********

Authors = Carroll,CD

Book = High School and Beyond Tabulation: Student Financial Aid Statistics for the High School Class of 1980 Who Attended Postsecondary Education in Academic Year 1980-81

Volume = Year = Dec 1983 Pages = 13p

City = Washington, D.C. Publisher = NCES (ED)

Topics = Financial Aid; HEGIS; High School and Beyond

Comments = This tabulation shows percentages of 1980 hs srs attending PSE 1) who received grants--total, Pell and SEOG--and average amount received by income and tuition levels; 2) who received loans--total, GSL and NDSL--and average amount received by income and tuition levels; and 3) who used earnings and/or savings for college costs and college work study, and average amount received by income and tuition levels. It also shows adjusted percentages of 1980 hs srs attending PSE 1) who received grants--total, Pell and SEOG--and average amount received by income and PSE institution type; 2) who received loans--total, GSL and NDSL--and average amount received by income and PSE institution type; and 3) who used earnings and/or savings for college costs and college work study, and the average amount earned by income and PSE institution type. It also shows adjusted percentages of 1980 hs srs attending PSE 1) who received grants--total, Pell and SEOG--and the average amount received by race/ethnicity and sex; 2) who received loans--total, GSL and NDSL --and average amount received by race/ethnicity and sex; and 3) who used earnings and/or savings for college costs and college work study, and average amount earned by race/ethnicity and sex. Data used in this tabulation came from the HS&B First Follow-Up & HEGIS.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 30 Book Reference **********

Authors = Carroll,CD

Book = High School and Beyond Tabulation: Postsecondary Educational Status for the High School Class of 1980

Volume = Year = Dec 1985 Pages = 18p

City = Washington, D.C. Publisher = NCES (ED)

Topics = High School Seniors; Postsecondary Education; High School and Beyond

Comments = This tabulation includes tables and figures showing the postsecondary educational status of the high school class of 1980 by sex, race/ethnicity, and family income. Specific tables and figures describe the status of subgroups of the class of 1980: all students, males, females, Hispanics, blacks, whites, low income students, middle income students, and high income students.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 31 Book Reference *****************

Authors = Carroll,CD

Book = High School and Beyond Tabulation: Ability and Persistence for 1980 High School Seniors Enrolled in Postsecondary Education in October 1980.

Volume = Year = Feb 1984 Pages = 46p

City = Washington, D.C. Publisher = NCES (ED)

Topics = Financial Aid; Postsecondary Institutions; Student Ability; High School and Beyond

Comments = Tables in this tabulation show the following percentage distributions, by postsecondary institution type, for 1980 high school seniors enrolled in PSE institutions in October 1980: 1) of sex, race, and family income levels; 2) of socioeconomic status and grant and loan receipt; 3) of ability and SAT subscales; 4) of SAT total scores and enrollment the following year; 5) of imputed SAT total scores and enrollment the following year; 6) of imputed SAT total score by sex and type of grant received; 7) of ability quartile and enrollment the following year by sex and type of grant received; 8) of imputed SAT total score by race/ethnicity and type of grant received; 9) of ability quartile and enrollment the following year by race/ethnicity and type of grant received; 10) of ability quartile, imputed SAT score and enrollment the following year by family income and type of grant received; 11) of imputed SAT total score by family income and type of grant received; and 12) of ability quartile and enrollment the following year by family income and type of grant received. All data reported in this study were based on the senior cohort of the High School and Beyond study.

******* Volume-ID = 1- 32 Book Reference **********

Authors = Carroll,CD
Book = High School and Beyond Tabulation: Background Characteristics of High School Teachers
Volume = Year = Jan 1985 Pages = 29p
City = Washington, D.C. Publisher = NCES (ED)
Topics = High School Teachers; High School and Beyond
Comments = This set of tabulations includes tables for teachers in all secondary schools and in public secondary schools: 1) Percentage of teachers who are Hispanic, black, female, have tenure, and have a State certification, by selected school and background characteristics; 2) Percentage of teachers with specified levels of education, by selected school and background characteristics; 3) Percentages of teachers who specified the indicated subjects as their most frequently taught course, by selected school and background characteristics; 4) Percentages of teachers who have had specified numbers of college courses in the subject they now teach, by selected school and background characteristics; 5) Percentages of teachers with specified amounts of teaching experience, by selected school and background characteristics; 6) Percentages of teachers with annual salaries in indicated ranges, by selected school and background characteristics. All estimates in this tabulation were derived from the High School and Beyond Data as augmented by the Consortium for Effective Schools.

******* Volume-ID = 1- 33 Book Reference **********

Authors = Carroll,CD

Book = Who Applied for Student Financial Aid? National Center for Education Statistics Bulletin

Volume = Year = Jan 1983 Pages = 9p

City = Washington, D.C. Publisher = NCES (ED)

Topics = Family Characteristics; Financial Aid Applicants; High School Seniors; Parent Attitudes; Student Costs; Student Financial Aid; High School and Beyond; E-ED226662 HE015930

Comments = Data on financial aid applicants are presented, based on 1980 findings from HS&B. The information was obtained from parent responses to questions about the financing of education for their children, along with student questionnaire responses. Fifty-one percent of the 1980 high school seniors who aspired to continue their education (college, vocational, or technical postsecondary training) applied for student financial aid by the fall of that year. The rates of application varied as a function of student plans, inclinations, and aspirations; family wealth; family size; parent knowledge of financial aid programs; and expected schooling costs. Several of these factors appeared to have as significant a relationship with rates of application for aid as did family wealth. For example, the amount of parental knowledge about the Pell grant program was strongly related to differences in application rates. These differences were greater than those associated with family income or amount of savings for college. After controlling for family income, the factors showing the strongest relationship with application rates were parental knowledge, students' high school grades, and expected schooling costs.

******* Volume-ID = 1- 34 Book Reference **********

Authors = Carroll,CD

Book = High School and Beyond Tabulation: High School Students' Perceptions of Their Teachers

Volume = Year = July 1984 Pages = 33p

City = Washington, D.C. Publisher = NCES (ED)

Topics = High School Sophomores; High School Teachers; Parents; High School and Beyond

Comments = The tables in this tabulation show, by selected school and student characteristics, percentages of 1980 high school sophomores (who graduated in 1982) who 1) reported that their parents never had a conference or visited their classes, that their high school counselors and teachers didn't care what the student did after high school, and that they were satisfied with their education thus far (1982); 2) reported that few or none of their teachers displayed selected instructional characteristics; 3) reported that few or none of their teachers displayed selected personality characteristics; 4) felt that the selected instructional characteristics were very important in an "ideal" teacher; and 5) felt that the selected personality characteristics were very important in an "ideal" teacher. All data displayed in this tabulation were derived from student responses to High School and Beyond questionnaires in the Base Year (1980) and First Follow-Up (1982), merged with data from the students' high school transcripts.

******* Volume-ID = 1- 35 Book Reference **********

Authors = Carroll,CD
Book = High School and Beyond Tabulation: Cognitive Test Scores of 1980 High School Sophomores
Volume = Year = July 1984 Pages = 39p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Cognitive Tests; High School Sophomores; High School and Beyond
Comments = The tables in this tabulation show average and percentage scores for 1980 high school sophomores in spring 1980 (Base Year) and in spring 1982 (First Follow-Up), by selected school and student characteristics, for the following cognitive tests: vocabulary; reading; mathematics, parts I and II; science; writing; and civics. All data displayed in this tabulation were derived from student responses to High School and Beyond (HS&B) questionnaires in the Base Year and First Follow-Up, merged with data from the students' cognitive test scores.

******* Volume-ID = 1- 36 Book Reference **********

Authors = Carroll,CD
Book = High School and Beyond Tabulation: Discipline Measures for 1982 High School Graduates
Volume = Year = Mar 1984 Pages = 18p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Attendance Problems; Class Preparation; High School Sophomores; School Problems; Student Disciplin. Probs.; High School and Beyond
Comments = Tables in this tabulation show percentages of 1982 high school graduates who reported 1) disciplinary or legal problems, by h.s. type, urbanicity, region and program; by sex, race, ability and SES; by h.s. grades and family income; 2) attendance problems, by h.s. type, urbanicity, region and program; by sex, race, ability and SES; by h.s. grades and family income; 3) school safety problems, by h.s. type, urbanicity, region and program; by sex, race, ability and SES; by h.s. grades and family income; 4) class attendance without pencil/paper, books and/or homework, by h.s. type, urbanicity, region and program; by sex, race, ability and SES; by h.s. grades and family income; and 5) school problems listed, by h.s. type, urbanicity, region and program; by sex, race, ability and SES; by h.s. grades and family income. All data were derived from sophomore cohort student responses to High School and Beyond questionnaires in the Base Year (1980) and First Follow-Up (1982).

******* Volume-ID = 1- 37 Book Reference **********

Authors = Carroll,CD

Book = High School and Beyond Tabulation: Postsecondary Status and Persistence of the High School Graduates of 1980

Volume = Year = Mar 1985 Pages = 61p

City = Washington, D.C. Publisher = NCES (ED)

Topics = High School Seniors; Postsecondary Education; Student Characteristics; High School and Beyond

Comments = Tables in this tabulation show postsecondary status of students who were high school seniors in 1979-1980, by selected student characteristics, at the following time points: 1) October 1980, 2) February 1980, 3) October 1981, 4) February 1982, 5) October 1982, 6) February 1983, 7) October 1983, and 8) February 1984. Other tables show average number of semesters enrolled in postsecondary education by 1979-80 high school seniors, by selected high school and student characteristics, 1) between October 1980 and February 1984, 2) for those students who were not enrolled in postsecondary education in October 1980, 3) for those students who were enrolled part-time in October 1980, 4) for those students who were enrolled full-time in a private four-year college or university in October 1980, 5) for those students who were enrolled full-time in a public four-year college or university in October 1980, and 6) for those students who were enrolled full-time in a two-year college or voc/tech school in October 1980. The last table shows the percentage of 1979-80 high school seniors who were ever enrolled in postsecondary education from October 1980 through February 1984, by selected student characteristics. All estimates tabulated were based on the HS&B senior cohort second follow-up (1984).

******* Volume-ID = 1- 38 Book Reference **********

Authors = Carroll,CD
Book = High School and Beyond Tabulation: Military Enlistment and Recruitment Problems
Volume = Year = May 1984 Pages = 43p
City = Washington, D.C. Publisher = NCES (ED)
Topics = High School Sophomores; Military Enlistment; Military Recruitment; High School and Beyond
Comments = This tabulation includes tables for 1980 high school sophomores who graduated in 1982 showing the following, by selected student and school characteristics: 1) ASVAB, h.s. ROTC, physical exam and enlistment percentages; 2) percentages requesting information on the military; 3) number of years preferred for enlistment; 4) amount of enlistment bonus needed; 5) knowledge of 2-year hitch and location options; 6) knowledge of delayed entry program and whether would enlist for PSE financial aid; 7) knowledge of Army and Navy starting salaries; 8) knowledge of Air Force and Marine starting salaries; 9) percentage recruiter-influenced and percentage who felt indicated person wanted them to enlist after h.s.; and 10) entry plans and opinions of exit difficulty. All data displayed in this tabulation were derived from student responses to High School and Beyond questionnaires in the Base Year (1980) and First Follow-Up (1982).

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 39 Journal Reference **********
Authors = Catterall,JS; Levin,HM
Article = Public and Private Scools: Evidence on Tuition Tax Credits
Volume = v55 n2 Year = Ap-Jul 82 Pages = 144-151
Journal = Sociology of Education
Topics = Private Schools; Public Schools; Tax Credits; Tuition; High School and Beyond; E-EJ263750 SO509998
Comments = Discusses the conclusion reached by Coleman, Hoffer and Kilgore in their report "Public and Private Schools" that tuition tax credits would increase minority and low-income family participation in private, secondary schools. The implications of estimates of enrollment changes from tuition tax credits are analyzed.

******* Volume-ID = 1- 40 Book Reference **********

Authors = Chan,KS; So,AY
Book = The Impact of Language of Instruction on the Educational Achievement of Hispanic Students
Volume = Year = Oct 1982 Pages = 19p
City = Los Alamitos, Calif. Publisher = Natl. Center for Bilingual Res.
Topics = Academic Achievement; Hispanic Americans; Language of Instruction; Reading Achievement; High School and Beyond; E-ED234641 FL013963
Comments = The impact of language of instruction (Spanish or English) during elementary school on the subsequent educational achievement of Hispanic students in high school was examined. Data from the "High School and Beyond" study, a longitudinal study of 58,000 high school sophmores and seniors, were analyzed. Three types of elementary school situations were identified: the language of instruction was either predominantly English, mixed English and Spanish, or predominantly Spanish. Students classified as limited or non-English speaking in mixed language classrooms performed better in reading and math than their peers with similar backgrounds in both predominantly English and predominantly Spanish classrooms. Students in predominantly English classrooms had reading achievement scores in the middle range and the lowest math scores. Students in predominantly Spanish classrooms had the lowest reading achievement scores. It is concluded that different languages of instruction have varying influence on educational achievement, and that dual language learning enhances general linguistic skills.

******* Volume-ID = 1- 41 Journal Reference **********
Authors = Coleman,JS
Article = Response to Page and Keith
Volume = v10 n7 Year = Ag-Sep 81 Pages = 18-20
Journal = Educational Researcher
Topics = Academic Achievement; Private Schools; Public Schools; Research Methodology; School Desegregation; High School and Beyond; E-EJ253135 UD508719
Comments = The author defends the research methodology data analysis he employed in his study of academic achievement and school desegregation in private and public schools.

******* Volume-ID = 1- 42 Journal Reference **********
Authors = Coleman,JS
Article = Public Schools, Private Schools, and the Public Interest
Volume = n64 Year = Sum 1981 Pages = 19-30
Journal = Public Interest
Topics = Academic Achievement; Institutional Characteris.; Private Schools; Public Schools; School Desegregation; Tuition; High School and Beyond; E-EJ249483 UD508591
Comments = Uses preliminary data from a longitudinal study of high school students to discuss differences between public and private schools. Addresses differences in school characteristics, student achievement and factors influencing it, school segregation, and tuition issues.

******* Volume-ID = 1- 43 Book Reference **********

Authors = Coleman,JS; Bartot,V; Lewin-Epstein,N; Olson,L
Book = Policy Issues and Research Design
Volume = Year = Oct 1979 Pages = 324p
City = Chicago Publisher = National Opinion Research Center
Topics = Policy Issues; Research Design;
Social Policy Research; High School and Beyond
Comments = This work was intended to provide a framework of policy issues and information interests for modifying the original research design of High School and Beyond, to provide a basis for the design of instruments at future data collection points, and to provide an outline for analysis of policy-related questions for which the research was designed. The authors first determined the structure of interests surrounding policies, the content of the issues that are contested on each policy, and the kind of information that might be relevant to the issues and thus of interest to one or another party to the policy process. They then discuss interest groups, policy areas, and issues in the areas of secondary education, of postsecondary activities other than higher education, and of higher education; and examine, for policies taken from these three areas, the implications for the design of High School and Beyond. Lastly, the authors show how multi-purpose policy research may be used to provide information of value in the resolution of specific policy disputes. Thus, arguments and claims on all sides of any given policy can serve as the source of analytical questions relevant to the policy in question, and these in turn can be used in designing both research itself and specific measurement items.

******* Volume-ID = 1- 44 Journal Reference **********
Authors = Coleman,JS; et al.
Article = Achievement and Segregation in Secondary Schools: A Further Look at Public and Private School Differences
Volume = v55 n2 Year = Ap-Jul 82 Pages = 162-182
Journal = Sociology of Education
Topics = Academic Achievement; Private Schools; Public Schools; School Segregation; High School and Beyond; E-EJ263752 S0510000
Comments = Presents the authors' defense of their report "Public and Private Schools." The authors evaluate criticism of report findings in three areas: governance in schools, cognitive outcomes in public and private schools, and the segregative impact of private schools.

******* Volume-ID = 1- 45 Journal Reference **********
Authors = Coleman,JS; et al.
Article = Cognitive Outcomes in Public and Private Schools
Volume = v55 n2 Year = Ap-Jul 82 Pages = 65-76
Journal = Sociology of Education
Topics = Academic Achievement; Catholic Schools; Private Schools; Public Schools; High School and Beyond; E-EJ263744 S0509992
Comments = Analyzes research which provides strong evidence indicating higher achievement in vocabulary and mathematics for comparable students in Catholic and other private schools than in public schools. The results are less consistent in reading. The analysis also shows the elements of school policy that can account for these differences.

******* Volume-ID = 1- 46 Book Reference **********

Authors = Coleman,JS; et al.
Book = Summary of Major Findings for Public and Private Schools. Draft
Volume = Year = Mar 1981 Pages = 13p
City = Chicago Publisher = NORC
Topics = Educational Status Compar.; Outcomes of Education;
Private Schools; Public Schools;
Student Characteristics; High School and Beyond;
E-ED198652 EA013681

Comments = Summarizing the findings of a longitudinal study of pub. and priv. schooling recently published, this paper provides evidence relevant to proposals that would either increase or decrease the role of priv. schools in Am. educ. The authors specifically address eight premises that would increase the role of private schools and seven premises that would decrease their role. Those premises supported by the research findings include the beliefs that private schools produce better cog. achievement and greater levels of self esteem and fate control among students than do public schools, that priv. schools provide a safer, more disciplined and ordered environment, that private schools are divisive along religious lines and do not provide as much educ. range, particularly in voc. and nontrad. programs, and that facilitating the use of private schools through tax or school vouchers would decrease racial and economic seg. in priv. schools. Greater acad. demands and a more ordered environ. are identified as contributing to higher scholastic achievement in private schools. The report concludes that the research supports policies that would facilitate rather than constrain the use of private schools and that the present constraints on public schools impair their functioning without providing more egalitar. outcomes.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 47 Book Reference *****************
Authors = Coleman,JS; Hoffer,T; Kilgore,SB
Book = Public and Private Schools. Draft
Volume = Year = Mar 1981 Pages = 340p
City = Chicago Publisher = NORC
Topics = Catholic Schools; Educational Resources;
Outcomes of Education; Private Schools;
Public Schools; Student Characteristics;
High School and Beyond; E-ED197503 EA013552
Comments = This report is one of a set of five that constitutes baseline descriptions and initial analyses of a very rich dataset. The report covers four major areas of interest in the comparison of public and private schools: student composition within the pub. and priv. sectors, resources available in these schools, the functioning of these schools, and the outcomes for students in the schools. The data and the analyses presented in this report are from the first (1980) wave of HS&B. Cath. schools, which constitute about two-thirds of the total priv. sector, and other priv. schools are separately compared to pub. schools in the report. For some analyses, two additional sets of schools are included in the comparison. These are 11 high-performance priv. schools and a set of 12 high-performance pub. schools. Findings indicate that important factors in bringing about higher scholastic achievement in priv. and Cath. schools than in pub. schools are the greater academic demands and more ordered environment. The overall conclusion is made that the factual premises underlying policies that would facilitate use of priv. schools are much better supported on the whole than those underlying policies that would constrain their use.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 48 Book Reference **********

Authors = Coleman,JS; Hoffer,T; Kilgore,SB
Book = Public and Private Schools. An Analysis of High School and Beyond: A National Longitudinal Study for the 1980's
Volume = Year = Nov 1981 Pages = 491p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Catholic Schools; Educational Resources; Outcomes of Education; Private Schools; Public Schools; Student Characteristics; High School and Beyond; E-ED214314 EA014598
Comments = The data and analyses in this report are from the first (1980) wave of information from the National Center for Education Statistics study, HS&B. Data are available for 30,030 sophomores and 28,240 seniors, a total of 84 percent of the 69,662 students in the sample. Catholic schools, which constitute about two-thirds of the total private sector, and other private schools are separately compared to public schools. For some analyses 11 high-performance private schools and 12 high-performance public schools are included in the comparison. The report covers four major areas of interest in the comparison of public and private schools: student body composition, resources available, the functioning of the schools, and the outcomes for students. Findings indicate that important factors in bringing about higher scholastic achievement in private and Catholic schools than in public schools are the greater academic demands and more ordered environments. Within the public schools, students who are better disciplined and are in schools with more ordered environments also achieve more highly. Appendices contain statistical references, items from the student and school questionnaires used in the analyses, and a bibliography.

******* Volume-ID = 1- 49 Journal Reference **********
Authors = Coleman,JS; Hoffer,T; Kilgore,SB
Article = Questions and Answers: Our Response
Volume = v51 n4 Year = Nov 1981 Pages = 526-545
Journal = Harvard Educational Review
Topics = Educational Quality; Equal Education;
Private School Aid; Private Schools; Public Schools;
Social Science Research; High School and Beyond
Comments = In this article, Coleman, Hoffer and Kilgore provide a comprehensive response to the many issues raised by the authors of the six articles in this journal dealing with "Public and Private Schools." The Coleman-Hoffer-Kilgore paper addresses four specific questions: Is the study itself satisfactory on technical grounds? Do the study's results, which are generally more favorable to private than to public schools, appear correct? What inferences can be drawn from these results concerning the effect of policy changes on educational outcomes? Is this the way social policy research should be done?

******* Volume-ID = 1- 50 Journal Reference **********
Authors = Coleman,JS; Kilgore,SB; Hoffer,T
Article = Public and Private Schools
Volume = v19 n2 Year = Ja-Feb 82 Pages = 4-9
Journal = Society
Topics = Catholic Schools; Private Schools; Public Schools;
High School and Beyond
Comments = This article summarizes "Public and Private Schools," a report based on High School and Beyond base year (1980) data.

******* Volume-ID = 1- 51 Journal Reference **********
Authors = Coleman,JS
Article = Quality and Equality in American Education: Public and Catholic Schools
Volume = v63 n3 Year = Nov 1981 Pages = 159-164
Journal = Phi Delta Kappan
Topics = Catholic Schools; Public Schools; High School and Beyond; E-EJ255022 EA514728
Comments = As a result of his study, "Public and Private Schools," James Coleman concludes that Catholic schools appear to be characterized by both higher quality, on the average, and greater equality than the public schools. Coleman discusses the reasons that may explain this finding.

******* Volume-ID = 1- 52 Journal Reference **********
Authors = Coleman,JS; Hoffer,T
Article = Response to Taeuber-James, Cain-Goldberger and Morgan
Volume = v36 n4 Year = Oct 1983 Pages = 219-234
Journal = Sociology of Education
Topics = Catholic Schools; Public Schools; High School and Beyond
Comments = In this article, the authors first address criticisms made previously by Taeuber-James and Cain-Goldberger against the authors' original rejoinder, and then provide a critique of the new analysis presented by Morgan in this journal's current issue.

******* Volume-ID = 1- 53 Book Reference **********

Authors = Coleman,JS; Hoffer,T; Kilgore,S
Book = High School Achievement: Public, Catholic, and Private Schools Compared
Volume = Year = 1982 Pages = 289p
City = New York Publisher = Basic Books, Inc.
Topics = Catholic Schools; Private Schools; Public Schools; High School and Beyond
Comments = The data and analyses presented in this book are from the HS&B base year (1980) survey. The main body of the book (chapters 1 through 6 and appendix) is based on a draft report, "Public and Private Schools," released by NCES in April 1981. Extensive controversey following the report's release led to further analyses reported here (mostly in the addendum), and were incorporated as well in the final report delivered to NCES in December 1981. The book contains, in addition, a prologue and epilogue which locate this research within a larger body of research on high schools and in which some of its implications for the organization of American high schools are discussed.

******* Volume-ID = 1- 54 Journal Reference **********

Authors = Colucci,ND,Jr.
Article = Should Public Schools be Judged by Criteria which Symbolize the "Private School?"
Volume = v2 n2 Year = Win 80-81 Pages = 18-28
Journal = Capstone Journal of Education
Topics = Comparative Analysis; Educational Quality; Evaluation Criteria; Private Schools; Public Schools; High School and Beyond; E-EJ265639 CS726880
Comments = Examines the findings of the Coleman Report, which support the thesis that private schools provide more conducive learning environments than public schools, therefore promoting academic excellence. Argues that the criteria used in measuring achievement levels in the report were inappropriate for public schools.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 55 Book Reference **********

Authors = Condon,HC
Book = High School and Beyond Tabulation: Type of Schools Attended by 1980 High School Sophomores from Grades 1-12
Volume = Year = Sept 1981 Pages = 44p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Catholic Schools; High School Students; Private Schools; Public Schools; High School and Beyond
Comments = Tables in this tabulation show the following: 1) percentages of students in public, Catholic, and other private schools at each grade level, by selected student and h.s. characteristics a) for grades 1-3, b) for grades 4-6, c) for grades 7-9, and d) for grades 10-12; 2) percentages of students in public schools at one grade level who transferred to private schools at the next grade level, by selected student and h.s. characteristics a) for grades 1-5, and b) for grades 6-11; and 3) percentages of students in private schools at one grade level who transferred to public schools at the next grade level, by selected student and h.s. characteristics a) for grades 1-5, and b) for grades 6-11. All data displayed in this tabulation were derived from student responses to High School and Beyond (HS&B) questionnaires in the Base Year (1980) and First Follow-Up (1982).

******* Volume-ID = 1- 56 Book Reference **********

Authors = Condon,HC; Brown,GH

Book = High School and Beyond Tabulations Regarding the Use of Marijuana and of Alcohol, as Related to Participation in Church, Social, and Athletic Group Activities: 1980 High School Seniors as of 1982

Volume = Year = Mar 1984 Pages = 29p

City = Washington, D.C. Publisher = NCES (ED)

Topics = Alcohol Use; High School Seniors; Marijuana Use; High School and Beyond

Comments = Tables in this tabulation show, by geographic region and sex, by socioeconomic status and sex, by community type and sex, and by cognitive test performance level and sex, the percentages of students 1) who had ever used marijuana, as related to church involvement; 2) who had used marijuana in the last 30 days, as related to church involvement; 3) who had used marijuana in the last 12 months, as related to church involvement; 4) who had used alcohol in the last 30 days, as related to church involvement; 5) who had used alcohol 6 or more times in the last 30 days, as related to church involvement; and 6) who, during the last 30 days, usually had 3 or more drinks in a row, as related to church involvement. Other tables show percentages of students who had ever used marijuana 1) as related to participation in a sorority or fraternity, by sex; and 2) as related to participation in a sports team or sports club, by sex. All data reported in these tabulations are based on High School and Beyond First Follow-Up data collected from the senior cohort in the spring of 1982.

******* Volume-ID = 1- 57 Book Reference **********

Authors = Condon,HC; Brown,GH
Book = High School and Beyond Tabulation: Coursework in English, Composition and Literature by Selected Student and School Characteristics
Volume = Year = May 1984 Pages = 33p
City = Washington, D.C. Publisher = NCES (ED)
Topics = English Coursework; High School Sophomores; High School and Beyond
Comments = The first table in this tabulation shows the percentage distribution of the number of English courses attempted and the average English g.p.a. for 1980 sophomores who graduated in 1982, by selected student and school characteristics. The remaining tables show the following percentages of 1980 h.s. sophomores (who graduated in 1982) by selected student and h.s. characteristics: 1) who, while in the 9th grade, took a core English course that was below, at, or above grade level; 2) who, while in the 10th grade, took a core English course that was below, at, or above grade level; 3) who, while in the 11th grade, took a core English course that was below, at, or above grade level; 4) who, while in the 12th grade, took a core English course that was below, at, or above grade level; 5) who took any English literature or composition courses; and 6) who took a subsequent level course after passing the previous level English course. All data displayed in this tabulation were derived from student responses to High School and Beyond questionnaires in the Base Year (1980) and First Follow-Up (1982), merged with data from the students' high school transcripts.

******* Volume-ID = 1- 58 Journal Reference **********
Authors = Conner,EJ
Article = Public and Private Schools: Facts without Values?
Volume = v54 n3 Year = Spr 1983 Pages = 220-223
Journal = Contemporary Education
Topics = Educational Researchers; Private Education; Public Education; Research Reports; Value Judgment; High School and Beyond; E-EJ282875 SP512986
Comments = Ways values influenced collection, presentation, and interpretation of data in the report "Public and Private Schools" (Coleman, Hoffer, and Kilgore, 1981) are discussed. This article's author (Conner) states that the report's authors, in their zeal to separate facts from values, have obscured some of the facts relevant to educational policy issues and have tacitly supported certain values.

******* Volume-ID = 1- 59 Journal Reference **********
Authors = Convey,JJ
Article = Encouraging Findings about Students' Religious Values
Volume = v15 n2 Year = May 1984 Pages = 47-49
Journal = Momentum
Topics = Catholics; Catholic Schools; High School Students; Moral Values; Public Schools; Religious Factors; High School and Beyond; E-EJ301726 JC503537
Comments = Using data from the High School and Beyond Study, compares Catholic high school students attending parochial schools with those attending other high schools in terms of their attendance at religious services, self-ratings of their religiousness, and ratings of the importance of certain life priorities.

******* Volume-ID = 1- 60 Book Reference **********

Authors = Copeland,E; Gill,DG
Book = High School and Beyond: An Overview of Illinois Students
Volume = Year = Nov 1981 Pages = 19p
City = Springfield, Ill. Publisher = Illinois State Board of Educ.
Topics = High School Students; Public Schools; Illinois; High School and Beyond
Comments = Illinois participated in High School and Beyond (HS&B) as part of the national sample but, in addition, it augmented its portion of that sample to assure data sufficient (in numbers of schools and students) to produce state representative statistics for its students. This report summarizes basic findings about Illinois public high school students in six topical areas: 1) school, coursework and study; 2) activities outside of school; 3) students' attitudes about themselves; 4) attitudes toward service; 5) future eduational plans; and 6) family, plans and aspirations. This report is based on more than twenty short narrative papers derived from HS&B data analyses prepared by State Board staff.

******* Volume-ID = 1- 61 Book Reference *****************

Authors = Crain,RL; Ferrer,RL

Book = Achievement Prediction with School Level Equations: A Non-Technical Example Using the Public and Private Schools Data

Volume = Year = Mar 1982 Pages = 23p

City = Baltimore Publisher = Center for Soc. Org. of Schools

Topics = Academic Achievement; Data Analysis; Individual Characteristics; Institutional Characteris.; Private Schools; Public Schools; High School and Beyond; E-ED218776 EA014804

Comments = To assess the effects of school traits on achievement, researchers reanalyzed the data used in "Public and Private Schools" (Coleman et al.) at the school level rather than the individual level. The data for the Coleman report and the present reanalysis are drawn from the "High School and Beyond" study, a 1980 national survey of 30 sophomores in each of 1,002 high schools. The researchers find that using regression equations on aggregate school-level data instead of individual-level data reduces the error in individual-level equations (caused by error in variable measurement) and controls for the contextual effects of student-body socioeconomic status. The reanalysis indicates that the apparent superiority of private schools in academic achievement is much smaller when computed at the school level rather than at the individual level.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 62 Journal Reference **********
Authors = Crain,RL; Hawley,WD
Article = Standards of Reseach
Volume = v19 n2 Year = Ja-Fb 82 Pages = 14-21
Journal = Society
Topics = Federal Aid; Private Schools; Public Policy;
Research Methodology; Research Problems;
High School and Beyond; E-EJ258891 UD508956;
S-0138569 83N3108
Comments = Crain and Hawley criticize James Coleman's study, "Public and Private Schools," and point out methodological weaknesses in sampling, testing, data reliability, and statistical methods. They question assumptions which have led to conclusions justifying federal support, especially tuition tax credits, to private schools, and critically examine several of its conclusions: 1) that academic achievement is better served by private schools; 2) that financial incentives offered minority and low-income families would significantly influence their participation in private schools; and 3) that racial and economic segregation would not follow from greater utilization of private schools. They also raise the issue of ethical standards in research reporting. One of three articles examining the Coleman-Kilgore-Hoffer report.

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******* Volume-ID = 1- 64 Book Reference **********

Authors = Cross,DEG
Book = Three Influences on Reading Achievement of High School Seniors. Ed.D. Thesis
Volume = Year = 1982 Pages = 78p
City = Durham, N.C. Publisher = Duke University
Topics = High School Seniors; Reading Achievement; High School and Beyond; D-810589 0533-0066
Comments = The purpose of this study, using data from the HS&B senior cohort, was to examine the influence of time spent on TV viewing, leisure reading, and homework, on a measure of reading achievement of h.s. seniors. In the conduct of the study, differences in sex, family background, and cognitive ability were controlled. Research questions addressed the impact on reading achievement of the variables utilized in the model....Within the scope and limitations of the study, the researcher concluded the following: Time spent viewing TV appeared to have a meaningful negative influence on reading achievement, even after controlling for sex, family background, and cognitive ability (p = -.040)....Time spent on leisure reading was a meaningful influence on reading achievement, even after controlling for sex, family background, and cognitive ability (p = .127)....The amount of time spent on homework was a meaningful influence on reading achievement, even after controlling for sex, family background, and cognitive ability (p = .057)....While the influence of family background on reading achievement was meaningful (p = .111), the indirect causal effect (.246) was even more substantial.

******* Volume-ID = 1- 65 Book Reference **********

Authors = Daggett,AS

Book = A Comparison of Occupational Goal Orientations of Female Mexican-American and Anglo High-School Seniors of the Classes of 1972 and 1980. Ph.D. Thesis.

Volume = Year = 1983 Pages = 146p

City = Tucson Publisher = University of Arizona

Topics = Female Students; High School Seniors; Hispanic Students; Occupational Goals; High School and Beyond; NLS-72; D-822773 0745-0009

Comments = The purposes of this study were to identify and analyze stated occup. goal orientations of female Mexican-Am. and Anglo h.s. srs. of the classes of 1972 and 1980, using data from NLS-72 and HS&B (weighted to adjust for oversampling of minority students).... Stated occup. goals were clustered to form 4 types of occupations: profess., clerical, non-trad. and homemaker. Research questions were formulated to explore possible associations of ethnicity, SES, scholastic aptitude, and survey year with types of occupat. goal orientations. Stat. procedures utilized in this study included freq. counts, percentages, odds ratios, log-linear analyses, and confidence intervals. Stated occup. goal orientations were stat. related to students' ethnicity, aptitude level, SES, and year of grad. from h.s. Recommendations for further research include examination of educ. aspirations and educ. completion rates. Stated aspirations should be compared with actual voc. achievement. Barriers to educ. and voc. achievement warrant investigation, especially for the Mexican-Am. female. Formulation of contemporary models of voc. choice for women requires a thorough consideration of the effects of ethnicity, aptitude, SES, and other major life roles, such as marriage and parenthood, upon labor force partic.

******* Volume-ID = 1- 66 Book Reference **********

Authors = DiPrete,TA; Muller,C
Book = Discipline and Order in American High Schools. Contractor Report
Volume = Year = Nov 1981 Pages = 294p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Behavior Problems; Discipline Policy;
Educational Environment; Institutional Characteris.;
Student Behavior; Student Characteristics;
High School and Beyond; E-ED224137 EA015224
Comments = Discipline and misbehavior in American high schools are the focus of this analysis of data from the first wave (1980) of [HS&B]. A summary of the findings shows that differences between urban and other schools are usually statistically insignificant when other school and student characteristics are controlled. Catholic schools have the best behaved student bodies, followed by other private schools and public schools. Schools with better behavior records have a stable faculty, assign more homework, discipline misbehaving students, and enforce more rules. The analysis chapters interpret the data by (1) presenting the perceptions of students and the evaluations of school administrators of the problems caused by student misbehavior; (2) describing the association between misbehavior and student characteristics and exploring the complex relationships among misbehavior, course grades, hours spent on homework, and educational expectations; (3) showing the way in which levels of misbehavior vary with characteristics of schools; (4) comparing administrators' reports about rule enforcement with students' perceptions and analyzing the association between levels of discipline in the school and rates of misbehavior.

******* Volume-ID = 1- 67 Book Reference **********

Authors = Dwinell,PL; Hogrebe,MC
Book = Differences among Ability Groups in Participation in the Performing Arts at the High School Level
Volume = Year = Apr 1984 Pages = 19p
City = New Orleans Publisher = Paper, Amer. Ed. Research Assoc.
Topics = Ability; Participant Characters.;
Student Participation; Theater Arts;
High School and Beyond; E-ED247215 S0015847
Comments = Using data from NCES' 1980 national survey, "High School and Beyond," relationships between an overall measure of ability and participation in performing arts activities were examined for 21,479 high school seniors from 1,015 public and private schools. A low positive relationship was found between participation and ability, a relationship that was similar for both males and females. A similar low relationship was found between participation and various demographic variables. Comparing statistics on participation in performing arts between males and females, the report stated that more females than males participate in chorus, dance, debate, and drama, and that participation between males and females is about the same in band and orchestra.

******* Volume-ID = 1- 68 Book Reference **********

Authors = Educational Res. Service

Book = Coleman Report on Public and Private Schools: The Draft Summary and Eight Critiques. ERS School Research Forum

Volume = Year = Apr 1981 Pages = 48p

City = Arlington, Virginia Publisher = Educational Research Serv., Inc.

Topics = Organiz. Effectiveness; Private Schools; Public Schools; Research Problems; High School and Beyond; E-ED204856# EA013756

Comments = Following James S. Coleman's summary of his draft report, "Public and Private Schools," this bulletin presents eight scholars' brief responses to the study. Coleman reports the preliminary findings of a 1980 national survey of 58,728 sophomores and seniors in 1,015 public and private schools...the first part of a [longitudinal] study. He compares public and private schools in terms of students' development and achievement; school orderliness, educational variety, and social, religious, and racial divisiveness; and the effects of tax credit plans on their enrollment. The eight scholars--including Richard L. Murnane, Michael W. Kirst, David Krathwohl, Robert L. Crain, Robert Klitgaard, Donald Campbell, Diane Ravitch, and Scott D. Thompson--agree on the usefulness of Coleman's report, but generally criticize his conclusions, chiefly on methodological grounds. The first six authors question the reliability or validity of the sample, the data, the controls for selection bias, the achievement measurements, and the estimates of tax credit effects. They also raise the problem of pub. and priv. schools' differing objectives. The last two authors note that Coleman's report shows that public schools are doing well and indicates how they can do better.

******* Volume-ID = 1- 69 Book Reference **********

Authors = Elder,JD

Book = The Relationship between Senior High School Student Involvement in Extracurricular Activities and Student Discipline Problems. Ed.D. Thesis

Volume = Year = 1984 Pages = 243p

City = Akron, Ohio Publisher = University of Akron

Topics = Discipline Problems; Extracurricular Activities; High School Students; High School and Beyond; D-846663 0515-0803

Comments = The purpose of this study, based on HS&B data, was to investigate the relationship between student participation in extracurricular activities and student discipline problems. Three general and 52 specific research hypotheses were tested to examine the relationship between discipline and extracurric. activities, which were separated into 7 categories: athletics, cheerleading, fine arts, acad. clubs, voc. clubs, leadership activities, and commun. activities. The intervening variables of sex, race, socioeconomic background, scholastic achievement, and type of school were covaried to determine their relationship to the research problem....Multiple linear regression was used to test the full and restricted models. The resulting R('2)s were determined to be sig. if they fell within the .05 prob. level. Scheffe correction for multiple comparisons was utilized to adjust for alpha error buildup...[E]ach hypothesis was also analyzed for practical significance by using .02 effect size....A two-tailed test of sig. was determined to be appropriate because of the lack of statistical data in the review of the literature....Results of the study were unable to show a relationship between student involvement in extracurricular activities and student discipline problems....

******* Volume-ID = 1- 70 Book Reference **********
Authors = Eldridge,MD
Book = The NCES Commitment to Excellence
Volume = Year = Jan 1984 Pages = 14p
City = Palm Beach, Florida Publisher = Paper, NAPSEC
Topics = Disabilities; Statistical Data; NCES;
E-ED246571 EC162759
Comments = The administrator of the National Center for Education Statistics (NCES) describes the mission of the center and discusses the types of information collected with relevance for special education. Noted are analyses of public and private sectors in elementary/secondary education on such topics as enrollment, graduates, faculty, expenditures and revenues by source, and teacher supply and demand. Among NCES publications that are described are the Digest of Educaton Statistics, a statistical abstract; the Condition of Education, a Congressionally mandated report; and Projections of Education Statistics. Additonal reports on private schools and special education (such as the longitudinal study on high school and beyond) are considered, and major findings highlighted.

******* Volume-ID = 1- 71 Journal Reference **********
Authors = Elford,G
Article = Self-Selection: First a Flaw, Then a Finding
Volume = v12 n3 Year = Oct 1981 Pages = 8-10
Journal = Momentum
Topics = Educational Demand; Educational Quality;
Private Schools; Public Schools; Selective Admission;
High School and Beyond; E-EJ250714 AA533421
Comments = Rather than seeing the "self-selection" factor in private school enrollment as a flaw in Coleman's study, the author views this element of private choice and commitment to learning as the key to effective education and discipline. One of three theme articles: "Reflections on the 1981 Coleman study."

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 72 Book Reference **********

Authors = ERIC--Eugene,Oregon
Book = School Effectiveness. The Best of ERIC on Educational Management, Number 62
Volume = Year = Dec 1981 Pages = 6p
City = Eugene, Oregon Publisher = ERIC Clearinghouse on Educ. Mgt.
Topics = Organiz. Effectiveness; School Role; School Effectiveness; High School and Beyond; E-ED210767 EA014166
Comments = The 11 items in this annotated bibliography are entries in the ERIC system concerning studies of school effectiveness and the debate surrounding how much influence schools have over student learning. Several articles included reexamine the 1966 Coleman report, and one compares a more recent Coleman report with the earlier report. A number of studies cited explore what makes exemplary schools outstanding. Influences on school effectiveness identified by these studies include school climate or norms, strong school leadership, high expectations for students, smaller classes, more experienced teachers, student motivation, quality of the home environment, academic emphasis, and teacher skills. Some articles also explore the validity of research techniques used to determine school effectiveness.

******* Volume-ID = 1- 73 Journal Reference **********

Authors = Erickson,DA
Article = The Superior Social Climate of Private Schools
Volume = v12 n3 Year = Oct 1981 Pages = 4-8
Journal = Momentum
Topics = Catholic Schools; Educational Environment; Private Schools; Public Schools; High School and Beyond; E-EJ250713 AA533420
Comments = Asserts that the real message of the 1981 Coleman report is the importance of school social climate, whether the school is public or private. Urges Catholic schools not to imitate public schools, but to retain their "private school" climate. One of three theme articles: "Reflections on the 1981 Coleman study."

******* Volume-ID = 1- 74 Book Reference *****************
Authors = Ethington,CA; Wolfle,LM
Book = A Structural Model of Sex Differences in Mathematics Achievement Using Tetrachoric and Polyserial Measures of Association
Volume = Year = Apr 1984 Pages = 24p
City = New Orleans Publisher = Paper, Amer. Ed. Research Assoc.
Topics = Correlation; Mathematics Achievement; Models; Path Analysis; Sex Differences; High School and Beyond; E-ED247262 TM840433
Comments = An extensive body of research indicates that men on the average achieve higher scores in mathematics than women. Despite this extensive research, conclusions about sex differences in mathematics achievement have suffered from various inadequacies in the use of measures of association among coursework experiences, sex, and other correlates of mathematics achievement. This paper addresses these issues by estimating a latent-construct causal model of mathematics achievement with a mixed matrix of tetrachoric, polyserial, and product-moment correlations. This model of mathematics achievement is a block-recursive model. Mathematics achievement of high school seniors is considered to be a function of sophomore mathematics and verbal abilities, attitudes toward mathematics, and exposure to mathematics. The model was tested using data from the first follow-up of the nationwide, longitudinal study "High School and Beyond." Based on a covariance-structures model of the process of mathematics achievement and appropriate measures of the associations among the variables in the model, it was found that this process differs for men and women.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 75 Book Reference *****************

Authors = Etzioni,A
Book = Self-Discipline, Schools, and the Business Community
Volume = Year = 1984 Pages = 63p
City = Washington, D.C. Publisher = Chamber of Commerce of the U.S.
Topics = Business Responsibility; Discipline;
Education Work Relationshp; School Bus. Relationship;
School Effectiveness; Self Control;
High School and Beyond; E-ED249335 UD023853
Comments = This report focuses on self-discipline as a cornerstone in the educ. development of a productive workforce and asserts that young people today are not developing a sufficient degree of self-discipline in the course of their education. The report 1) cites the economic costs to employers of poor academic preparation among young people entering employment, and the threat to America's competitiveness posed by a poorly educated populace; 2) states the need for improvement efforts to move from a narrow focus on teaching to a more encompassing outlook on educ. as an enterprise involving both cog. and psychic development; 3) discusses the sig. of inadequate self-discipline; 4) considers the neg. relationship between self-discipline and discipline enforced externally; 5) examines areas that must be addressed if educ. reforms are to have an effect on self-discipline; and 6) stresses that the schooling process should be viewed as an extracurricular activity with broad educational mandates, and calls for the business community to aid schools in helping to develop responsible employees and citizens. Findings from the recent Coleman Report on public and private schools are cited and quantitative data are presented regarding factors said to be indicative of self-discipline.

******* Volume-ID = 1- 76 Book Reference **********

Authors = Evaluation Tech. Inc.
Book = Course Offerings and Enrollments in the Arts and the Humanities at the Secondary School Level
Volume = Year = Dec 1984 Pages = 109p + Appendices
City = Washington, D.C. Publisher = NCES (ED)
Topics = Course-taking Patterns; Course Offerings; Course Enrollments; High School Sophomores; Occupational Aspirations; School Characteristics; Student Characteristics; High School and Beyond
Comments = The objectives of this analysis, using data from the HS&B sophomore cohort base year (1980) and first follow-up (1982) surveys, the Course Offerings and Course Enrollments Survey, and the Transcripts Survey, were to 1) identify current arts and humanities course offerings and student enrollments in U.S. secondary schools; 2) identify those school characteristics associated with course offerings in the arts and the humanities; 3) define the arts and humanities course-taking patterns of secondary school students; 4) determine the characteristics of students who took more than the average amount of coursework in the arts and the humanities; and 5) determine the occupational and educational aspirations of students who took more than the average amount of coursework in the arts and the humanities.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 77 Book Reference **********

Authors = Evaluation Tech. Inc.

Book = A Classification of Secondary School Courses. Project Summary Report

Volume = Year = July 1982 Pages = 41p

City = Washington, D.C. Publisher = NCES (ED)

Topics = Classification; Courses; Secondary School Curric.; Class. of Sec. Sch. Cours.; High School and Beyond; E-ED225304 EA015412

Comments = Summarized in this report are the activities undertaken in the development of the Classification of Secondary School Courses (CSSC) for NCES's use in coding transcripts of high school students. Fifty-two secondary school course catalogs selected from those collected in the HS&B study provided almost 10,000 course titles. These were classified according to instructional program areas as defined in the Classification of Instructional Programs, a postsecondary classification scheme. Each course title is provided a unique six-digit code and linked to keyword descriptors and alternate course titles. This report covers the selection and activities of a review and recommendation panel supporting the CSSC project, the review of related documents, an analysis of the course catalog sample, special considerations in the development of the CSSC, a test of the reliability of the CSSC, and recommendations regarding methods for using the CSSC and for further developing the CSSC or similar classifications. Appendices cover the composition of the review and recommendations panel, the instructional program categories used, the distribution of the course catalog sample by state, and cross-references between related categories in the classification.

******* Volume-ID = 1- 78 Book Reference **********

Authors = Evaluation Tech. Inc.
Book = Assessment of Intercoder Reliability on the Classification of Secondary School Courses
Volume = Year = June 1982 Pages = 44p
City = Arlington, Virginia Publisher = Evaluation Technologies, Inc.
Topics = Academic Records; Codification; Course Descriptions; Standards; Class. of Sec. Sch. Cours.; High School and Beyond; Inter Rater Reliability; E-ED223648 TM820730
Comments = The Classification of Secondary School Courses (CSSC) is a coding activity to translate the diverse course titles which appear on transcripts and master schedules of students into common terms, permitting meaningful comparisons to be made about these students and allowing secondary school coursework to be considered as a coherent factor in statistical studies. The CSSC facilitates this task by aggregating under a unique main course title all similar course titles and assigning each main title a unique six-digit code. A test of intercoder reliability was designed, conducted and analyzed to test the usefulness of the CSSC as a coding tool and develop recommendations on coder training and the coding task. This report summarizes the following activities integral to the test: (1) coder selection and training; (2) training methodology; and (3) coding task and analysis results. While there is a fair amount of variability in the coding, there are a number of straight-forward ways to reduce it and achieve nearly perfect codings. Some of these techniques involve training enhancements (e.g., expanding the cross-reference list) and some involve procedural approaches (e.g., using multiple coders).

******* Volume-ID = 1- 79 Journal Reference **********
Authors = Falsey,B; Heyns,B
Article = The College Channel: Private and Public Schools Reconsidered
Volume = v57 n2 Year = Apr 1984 Pages = 111-122
Journal = Sociology of Education
Topics = Cognitive Achievement; Private Schools; Public Schools; High School and Beyond; S-0145849 84N9859

Comments = Research on public and private schools has tended to focus on the presence and magnitude of differences in cognitive achievement. Here, questionnaire survey data (HS&B) on more than 3,000 seniors are used to assess another relevant outcome--college attendance. It was found that seniors enrolled in private schools, whether Catholics or not, are significantly more likely to enter college in the fall of 1980 and to enroll in 4-year institutions. These differences persist when academic track, ability levels, aspirations, and socioeconomic background are controlled; moreover, sectoral effects on college enrollment tend to be larger than those reported for achievement. The reasons for such differences, it is argued, are to be found in organizational policies, orientations of school staff, and resources devoted to counseling and advising college-bound students. Two points deserve reiteration: (1) schools differ in consequential ways, and (2) understanding the processes involved should inform efforts to improve educational outcomes for all students. 5 Tables, 3 Appendices, 27 References.

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Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 80 Book Reference *****************
Authors = Feistritzer,CE
Book = Cheating Our Children: Why We Need School Reform
Volume = Year = 1985 Pages = 84p
City = Washington, D.C. Publisher = Natl. Center for Ed. Information
Topics = Educational Outcomes; Private Schools; Public Schools; Socioeconomic Factors; Student Achievement; High School and Beyond
Comments = This report on children in America shows the relationships between students' performance in school and their socio-economic backgrounds; population changes in the U.S., especially children of school age (5-17 years) and the population under 5, many of whom have already started to school; the changing family structure and who our children live with and where they come from; poverty levels and the rapidly growing number of children living in poverty; the relationship between education and earning power; and, finally, trends in enrollments in public and private schools. Included are 26 general tables, 18 state-by-state tables, and 10 charts.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 81 Book Reference *****************
Authors = Fetters,WB; Brown,GH; Owings,JA
Book = High School Seniors: A Comparative Study of the Classes of 1972 and 1980. High School and Beyond, a National Longitudinal Study for the 1980's
Volume = Year = 1984 Pages = 49p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Academic Achievement; Educational Assessment; Longitudinal Studies; Student Attitudes; Student Characteristics; High School and Beyond; NLS-72; E-ED248277 TM840583
Comments = Using base year survey data from NLS-72 and HS&B, this report compares and contrasts the nation's seniors of 1972 and 1980. Over 1,600 seniors participated in the first study, approximately 28,000 in the second. Chapter I provides an introductory overview of educational, social, demographic, and economic trends and changes in American society. Chapter II compares the seniors with regard to school experiences (curricula, courses, extracurricular activities, and federally funded programs) and students' evaluations of teaching methods, their schools and their educations. Chapter III examines changes in levels of school performance as judged by verbal and mathematics tests, homework effort, and grade-point average. Chapter IV looks at self-perceptions, based on measures of locus of control and self esteem, and life and work values. Chapter V examines plans and aspirations, short term plans, influence of school staff on plans, planned field of study in college, postsecondary occupational plans, and occupational goals. Appendix A contains nine tables of estimated changes by sex, race, socioeconomic status, test score, high school program, and geographic region. Appendix B discusses potential sources of error in the data.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 82 Book Reference **********

Authors = Fetters,WB; et al.

Book = Quality of Responses of High School Students to Questionnaire Items. High School and Beyond: A National Longitudinal Study for the 1980's

Volume = Year = Sept 1984 Pages = 64p

City = Washington, D.C. Publisher = NCES (ED)

Topics = High School Students; Questionnaires; Reliability; Validity; High School and Beyond; E-ED249292 TM840743

Comments = Three features of High School and Beyond (HS&B) provide rare opportunities for examining the quality of the responses of high school students to group-administered questionnaires: (1) many identical or similar items also were asked in questionnaires completed by about 6,500 of the students' parents; (2) high school transcripts containing information about coursework and grades were obtained in fall 1982 for about 16,000 of the 1980 sophomore cohort HS&B participants; and (3) questionnaire data were obtained from both members of more than 500 twin pairs. This study evaluated the validity of student responses, using the parent questionnaire data as a standard; the validity of student reports of their grades, using transcript data as a standard; and the reliability of student responses, estimated from twin data. The results of analyses of the three HS&B data sets were generally quite consistent with the findings of previous investigations. The quality of student questionnaire data depended on both the nature of the questions asked and the characteristics of the student who provided the answers.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 83 Book Reference *****************

Authors = Fetters,WB; Owings,JA

Book = High School and Beyond Tabulation: Foreign Language Course Taking by 1980 High School Sophomores Who Graduated in 1982

Volume = Year = Apr 1984 Pages = 38p

City = Washington, D.C. Publisher = NCES (ED)

Topics = Foreign Language Courses; High School Sophomores; High School and Beyond

Comments = The tables in this tabulation show for the Class of 1982, by selected student and high school characteristics: 1) percentage distribution of the number of foreign language courses attempted and the average foreign language grade point average; 2) percentage of students who attempted at least one foreign language course; 3) percentage distribution of grades earned in Spanish 1, 2, 3 and 4; 4) percentage distribution of grades earned in French 1, 2, 3 and 4; 5) percentage distribution of grades earned in German 1, 2, 3 and 4; 6) percentage distribution of grades earned in Latin 1, 2, 3 and 4; 7) percentage of students who took the next higher level in Spanish, French, German and Latin after passing the lower level course; and 8) percentage of students who took the next higher level in Spanish, French, German and Latin after earning As or Bs in the lower level course. All data displayed in this tabulation were derived from student responses to High School and Beyond (HS&B) questionnaires in the Base Year (1980) and First Follow-Up (1982), merged with data from the students' high school transcripts.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 84 Book Reference **********

Authors = Fetters,WB; Owings,JA
Book = Foreign Language Education in American High Schools. NCES Bulletin
Volume = Year = July 1984 Pages = 14p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Course-taking Patterns; High School Sophomores; School Characteristics; Student Characteristics; High School and Beyond
Comments = This bulletin presents information on foreign language education in U.S. high schools with regard to 1) availability, 2) graduation requirements, 3) amount of instruction taken, 4) characteristics of schools, and 5) characteristics of students. It is based on HS&B sophomore cohort data from the base year (1980) and first follow-up (1982), and on Transcript Study data.

******* Volume-ID = 1- 85 Book Reference **********

Authors = Fetters,WB; Owings,JA
Book = High School Course Grade Standards. NCES Bulletin
Volume = Year = Nov 1984 Pages = 10p
City = Washington, D.C. Publisher = NCES (ED)
Topics = High School Courses; High School Grades;
High School Sophomores; Student Characteristics;
High School and Beyond
Comments = This bulletin, using HS&B Transcript Survey data and HS&B sophomore cohort data from the base year (1980) and first follow-up (1982), compares course grade distributions for the 11 major instruction program categories that account for 90 percent of all credits earned. Six of the instruction program categories compared are academic (English, mathematics, social sciences, physical sciences, life sciences, and foreign languages) and three are vocational (business, trade and industry, and home economics). The remaining two are visual and performing arts, and personal and social development. The grade distributions are contrasted by geographic region and are related to homework effort, test performance level, and other student characteristics.

******* Volume-ID = 1- 86 Journal Reference **********
Authors = Finn,CE
Article = Why Public and Private Schools Matter
Volume = v51 n4 Year = Nov 1981 Pages = 510-514
Journal = Harvard Educational Review
Topics = Educational Quality; Equal Education; Private School Aid; Private Schools; Public Schools; Social Science Research; High School and Beyond
Comments = In this article, Chester Finn examines the conclusions of Coleman, Hoffer and Kilgore, in "Public and Private Schools," that schools and their teaching environments do make a difference in how much and how well students learn. This article is one of a colloquium of six analyses by social scientists of the Coleman-Hoffer-Kilgore report, along with a response to those analyses by the report's authors.

******* Volume-ID = 1- 87 Book Reference **********

Authors = Fleming,L

Book = Parental Influence on the Educational and Career Decisions of Hispanic Youth

Volume = Year = May 1982 Pages = 14p

City = Washington, D.C. Publisher = Hispanic Youth Empl. Res. Center

Topics = Academic Aspiration; Expectation; Hispanic Americans; Occupational Aspirations; Parent Influence; Youth; High School and Beyond; E-ED242825 UD023480

Comments = Hispanic American youths' educational and career aspirations and expectations and parental influence on these attitudes are the subject of this study. Variables studied include parent status items (occupation, education, income). Comparisons among Hispanic subgroups (Mexican Americans, Cubans, Puerto Ricans, and other Latins) and among Hispanics, Blacks, and Whites are also made. Findings, based on data from the High School and Beyond Longitudinal Study, show that minority youths' aspirations and expectations are lower than those of young Whites. Moreover, Hispanics rank below Blacks on these measures. Within the Hispanic community, Puerto Ricans have the lowest aspirations/expectations followed by Mexican Americans. Cubans seem to have the best self-image and the most confidence in their ability; they also have the highest socioeconomic status of any Hispanic subgroup. Family status plays a role in the formation of youth aspirations/expectations. Less educated parents tend to have children with lower educational expectations (in spite of high aspirations). Highly educated Hispanic parents have higher expectations for their children's education and career plans than do less educated parents....

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 88 Book Reference *****************
Authors = Frankel,MR; et al.
Book = High School and Beyond: A National Longitudinal Study for the 1980's. Sample Design Report
Volume = Year = Dec 1981 Pages = 261p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Grade 10; Grade 12; Longitudinal Studies; Sampling; School Surveys; High School and Beyond; Stratification; E-ED214990 TM820246
Comments = The 1980 National Center for Education Statistics' National Longitudinal Survey, "High School and Beyond," was intended to be a general, multi-purpose study, serving a number of diverse needs. The present study sought to increase the data's usefulness, accuracy, and scope. While allowing for analyses of schools and students on a national level, the study also permitted separate analyses on specific types of schools and subclasses of students. Included are descriptions of the sample design, sample selection, and sample results. Chapter 2 discusses the construction of the sample frame of high schools in the United States. Chapter 3 examines the manipulation of the frame with respect to its stratified design, while the actual school selection procedures and results are reviewed in chapter 4. Chapter 5 then describes the construction of the student sampling frame, the selection of students, and those results. The last two chapters examine the calculations of the sample weights and the sampling errors.

******* Volume-ID = 1- 89 Book Reference **********

Authors = Gallagher,FJ

Book = A History of the Public Funding of Catholic Education as Related to Urban and Suburban High Schools in the Archdiocese of Philadelphia, Pennsylvania. Ed.D. Thesis

Volume = Year = 1983 Pages = 317p

City = Philadelphia Publisher = Temple University

Topics = Catholic Schools; Public Schools; High School and Beyond; Philadelphia, Pa.; D-820589 0277-0225

Comments = The purposes of this study were 1) to report the history of fed. and state aid programs which benefited students attending Roman Catholic schools, (2) to analyze and compare the educ. resources available to students enrolled in three Catholic high schools in the Archdiocese of Philadelphia, and (3) to compare the Philadelphia data with some of the HS&B (1980) findings as interpreted by Coleman, Hoffer, and Kilgore in Public and Private Schools. Statistical data were obtained from 281 student questionnaires and permanent records. The results were summarized by sex and location of students: urban and suburban males and females. Research documented the history of public funding for sectarian schools or students attending these schools. The study focused primarily on the assistance programs available to nonpublic students attending Catholic schools located in the Archdiocese of Phila. Federal funding, specifically ESEA-Title I, was explored. Aid programs authorized by Pennsylvania were also highlighted. The study demonstrated that three divergent Catholic high schools in the Philadelphia area equaled or were above national performance standards....Students enrolled in these high schools were equal to or above the norms reported in the 1980 national survey.

******* Volume-ID = 1- 90 Book Reference **********

Authors = Gerbe,TK

Book = Flow of Influence to Leadership from Ten Selected Psychological and Demographic Variables for a National Sample of High School Seniors. Ph.D. Thesis

Volume = Year = 1983 Pages = 189p

City = Durham, N.C. Publisher = Duke University

Topics = High School Seniors; Student Leadership; High School and Beyond; D-820755 0525-0066

Comments = The research was an investigation of the relationships among leadership in high school activities and ten selected psychological and demographic variables, using data from the HS&B senior cohort. Data were analyzed using a series of multiple regression analyses and path analyses. A hypothetical path model was constructed and the direct effect, the indirect effects, and the total effect to Leadership from each of ten independent variables was examined. The dependent variable, Leadership, was quantified as a leadership score formulated by the researcher. The independent variables were Ethnic Origin, Socioeconomic Status (SES), Gender, Cognitive Ability, Height, Self-Concept, Family Orientation, Frequency of Attendance at Religious Services, High School Grades, and Athletic Participation....It was concluded that Cognitive Ability and SES, although not meaningful direct predictors of leadership in high school activities, were meaningful indirect predictors of leadership in high school activities. Gender, Frequency of Attendance at Religious Services, High School Grades, and Athletic Participation were meaningful direct predictors of leadership in high school activities.

******* Volume-ID = 1- 91 Book Reference **********

Authors = Goggins,EO

Book = Relationships among Selected Variables and the Number of Science Courses Completed by Black High School Seniors. Ph.D. Thesis

Volume = Year = 1984 Pages = 332p

City = Akron, Ohio Publisher = University of Akron

Topics = Black Students; High School Seniors; Science Coursework; High School and Beyond; D-826109 0533-0003

Comments = The problem in this study was to differentiate among black students in secondary schools with reference to the amount of science courses taken beginning with the tenth grade. The study focused on the relationships of selected variables in predicting the number of science courses completed. The population consisted of a subsample of 3,963 black h.s. seniors from the HS&B Base Year survey. The ex post facto research design with 50 hypotheses testing alternative hypotheses was utilized. Multiple linear regression procedures were used to determine the F-tests. The alpha level was .05. Effect sizes were considered with the use of the large data base. Sex, school type, U.S. census regions, SES, mother's expectation, math standardized scores, self-concept, interest in school, parental level of educ. and locus of control appeared to have accounted for significant variance in predicting the number of science courses completed. Mother worked, parental influence of post-high school plans, and mother's level of educ. accounted for no sig. variance. No sig. interactions were found between (a) sex and school type and (b) sex and census regions. Grades of As and Bs in math. appeared to have accounted for no significant variance over and above grades of As and Bs in English.

******* Volume-ID = 1- 92 Journal Reference **********
Authors = Goldberger,AS; Cain,GG
Article = The Causal Analysis of Cognitive Outcomes in the Coleman, Hoffer and Kilgore Report
Volume = v55 n2 Year = Ap-Jul 82 Pages = 103-122
Journal = Sociology of Education
Topics = Academic Achievement; Private Schools; Public Schools; High School and Beyond; E-EJ263747 SO509995
Comments = Assesses the statistical validity of the conclusions found in the report "Public and Private Schools" by Coleman, Hoffer and Kilgore. The authors found the research methods utilized full of flaws and the presentation of the analyses confusing, incomplete, and biased. The report's conclusions are not warranted by the evidence.

******* Volume-ID = 1- 93 Book Reference *****************
Authors = Goldberger,AS; Cain,GG
Book = The Causal Analysis of Cognitive Outcomes in the Coleman Report
Volume = Year = Dec 1981 Pages = 58p
City = Madison, Wisconsin Publisher = University of Wisconsin
Topics = Academic Achievement; Predictor Variables;
Private Schools; Research Methodology; School Policy;
High School and Beyond; E-ED213803 UD022151
Comments = In "Public and Private Schools," the conclusions by Coleman and others that priv. schools produce higher test scores and do so by employing certain school policies are not valid because 1) the methods and interpretations used in the analysis fall below the standards for social-scientific research, and 2) the conclusions are not warranted by their evidence. Coleman et al. used inadequate measures of cognitive outcomes, employed erroneous sampling procedures, and based conclusions on biased methods of analysis. One phase of analysis used a multiple regression approach...that was selectively biased against public schools. A second analysis, which attempted to show that Catholic schools are more egalitarian because they produce similar test scores among students with diverse backgrounds, was biased because it excluded relevant variables and because the range of student cognitive abilities was narrower in the Catholic sector than in the public sector. The third analysis, which studied soph. to sr. change in scores, did not control for background. Finally, the analysis which attributed test score gains in the private sector to selected school policies was based on choosing certain variables as "policy" without considering student ability and background.

******* Volume-ID = 1- 94 Book Reference **********

Authors = Goodwin,EE

Book = The Relationship of School Achievement to Time Spent Watching Television among 10th and 12th Grade Pupils in United States High Schools: An Analysis of High School and Beyond Data. Ed.D. Thesis

Volume = Year = 1983 Pages = 230p

City = Akron, Ohio Publisher = University of Akron

Topics = Academic Performance; Cognitive Achievement; High School Students; High School and Beyond; D-801085 0515-0003

Comments = This study, using HS&B Base Year data, investigated the relationship between pupil time spent watching TV and school achievement. The research was conducted in two general ways. First, standardized reading scores, used as an indicator of achievement, were correlated with the amount of time pupils watched TV. Secondly, teacher assigned grades (as reported by students) were used to represent pupil achievement and correlated with TV viewing time. Certain other variables were included to examine the TV-achievement relationship beyond the effects which could be attributed to sex, race, ability, SES, time spent on homework, and time spent at work....Increased amounts of time spent watching TV....was found to be a statistically significant predictor of lower achievement. These findings were strongest when viewing time was correlated with standardized reading scores. However, increased viewing time was a predictor of lower teacher assigned grades as well....In terms of practical importance, the sig. reported accounted for at least two percent of the variance. In subordinate tests, the increased viewing time was significantly associated with lower achievement achievers. In fact, the results were most often mildly positive, but nonsig. for low achievers....

******* Volume-ID = 1- 95 Journal Reference **********
Authors = Grant,G
Article = The Elements of a Strong Positive Ethos
Volume = v66n452 Year = Mar 1982 Pages = 84-90
Journal = NASSP Bulletin
Topics = Educational Environment; Private Schools;
High School and Beyond; E-EJ259492 EA515169
Comments = Compares extracts from James Coleman's study of public and private
schools to a smaller investigation by the author.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 96 Book Reference *****************

Authors = Green,J; Brown,R
Book = Student Achievement in Public and Private Schools. Issuegram 16
Volume = Year = Jan 1983 Pages = 10p
City = Denver Publisher = Education Com. of the States
Topics = Academic Achievement; Catholic Schools;
Outcomes of Education; Private Schools;
Public Schools; School Effectiveness;
High School and Beyond; E-ED234504 EA016091
Comments = Whether students learn more in private schools is a point of controversy among researchers, though the argument for tuition tax credits for parents of private school students often rests on it. In different studies comparing private and public schools, the main area of disagreement is the extent to which nonschool factors affect achievement. The "Public and Private Schools" report concluded that private schools produce better cognitive outcomes than public schools, with half the difference attributable to students' backgrounds and half to private school practices; that greater cognitive growth occurs in private schools between sophomore and senior years; and that achievement levels vary less in Catholic schools than elsewhere. The study's methodology has been attacked on several grounds, but some groups of minority students do appear to do better in private schools. The quality of individual schools varies and recent school effectivess data suggest that good public and private schools share such characteristics as strong leadership, more homework, a supportive learning environment, and fair discipline.

******* Volume-ID = 1- 97 Journal Reference **********
Authors = Guthrie,JW; Zusman,A
Article = Unasked Questions
Volume = v51 n4 Year = Nov 1981 Pages = 515-518
Journal = Harvard Educational Review
Topics = Educational Quality; Equal Education;
Private School Aid; Private Schools; Public Schools;
Social Science Research; High School and Beyond
Comments = In this article, James Guthrie and Ami Zusman explore some policy implications raised by "Public and Private Schools," by Coleman, Hoffer and Kilgore, such as how private schools would be affected by federal aid. This article is one of a colloquium of six analyses by social scientists of the Coleman-Hoffer-Kilgore report, along with a response to those analyses by the report's authors.

******* Volume-ID = 1- 98 Journal Reference **********
Authors = Hassenger,R
Article = The Catholic Schools--Separate and (More?) Equal: A Review of "High School Achievement"
Volume = v91 n1 Year = Nov 1982 Pages = 90-95
Journal = American Journal of Education
Topics = Academic Achievement; Catholic Schools;
High School Students; High School and Beyond;
E-EJ281529 PS511901
Comments = Through a review of Coleman and colleagues' study on high school achievement, the author elaborates on some possible reasons for students in Catholic schools being better achievers than those in public or other private schools.

******* Volume-ID = 1- 99 Journal Reference **********
Authors = Heyns,BL
Article = Policy Implications and the Public and Private School Debates
Volume = v51 n4 Year = Nov 1981 Pages = 519-525
Journal = Harvard Educational Review
Topics = Educational Quality; Equal Education;
Private School Aid; Private Schools; Public Schools;
Social Science Research; High School and Beyond
Comments = In this article, Barbara Heyns provides some background of the High School and Beyond (HS&B) survey on which "Public and Private Schools," by Coleman, Hoffer and Kilgore, was based, and discusses the limits of the HS&B data. This article is one of a colloquium of six analyses by social scientists of the Coleman-Hoffer-Kilgore report, along with a response to those analyses by the report's authors.

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Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 100 Journal Reference **********
Authors = Heyns,BL; Hilton,TL
Article = The Cognitive Tests for High School and Beyond: An Assessment
Volume = v55 n2 Year = Ap-Jl 82 Pages = 89-102
Journal = Sociology of Education
Topics = Academic Achievement; Private Schools; Public Schools; Scores; Test Selection; High School and Beyond; S-0129733 82M4739; E-EJ263746 SO509994
Comments = An overview of the issues and debates surrounding test selection for the "High School and Beyond" battery (Schrader, W. B. and Hilton, Thomas L., Test Analysis: "High School and Beyond" Field Test in Hilton, Thomas L., Analyses of Test Battery of "High School and Beyond" Field Test; [Final report submitted to National Opinion Research Center, Subcontract 4278-ETS-"High School and Beyond"], Princeton, NJ: Educational Testing Service, 1980). Descriptive statistics on these tests by cohort are provided. Comparisons are made between the full tests and the subtests composed of common items utilized by James Coleman, Thomas Hoffer, and Sally Kilgore (Public and Private Schools. A Report to the National Center for Education Statistics, Chicago: National Opinion Research Center, 1981). It is concluded that proper assessment of the usefulness of the tests as measures of cognitive growth must await the First Follow-up results. The cross-sectional, private-public school differences observed by Coleman, Hoffer and Kilgore (Public and Private Schools. A Report to the National Center for Education Statistics, Chicago: National Opinion Research Center, 1981) persist, however, irrespective of the length of the test, or the specific subject matter analyzed.

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Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 101 Book Reference *****************

Authors = Higgins,SA
Book = Who Knows and Who Goes: Student Knowledge of Federal Financial Aid Programs and College Attendance
Volume = Year = nd Pages = 14p
City = nc Publisher = np
Topics = College Attendance; Financial Aid; High School and Beyond
Comments = The author begins by tracing the history of efforts to help prospective college students become better informed about financial aid programs available to them. He then goes on to examine the question of whether knowledge of such programs is a prerequisite to college attendance, using data on the senior cohort from the Base Year and First Follow-Up surveys of High School and Beyond (HS&B). Higgins concludes that since "college attendance results from the complex interaction of the characteristics and preferences of students and their families, it appears that the vast majority are not penalized because of their ignorance of financial aid programs.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 102 Book Reference *****************
Authors = Hirano-Nakanishi,MJ
Book = High School and Beyond: Issues Regarding the Language File, Bilingual Participation and Tests
Volume = Year = Nov 1982 Pages = 12p
City = Los Alamitos, Calif. Publisher = Natl. Center for Bilingual Res.
Topics = Bilingual Education; Data Analysis; High School and Beyond; E-ED234644 FL013966
Comments = The use of the data files contained in the High School and Beyond (HSB) research project is discussed. The comments are based on an analysis of the HSB material and are specifically directed at the language file, high school bilingual program participation, and HSB tests. In an evaluation of the language file, the question of whether Hispanic language minorities are adequately represented is addressed. Regarding bilingual program participation, the question of which HSB survey questions are most applicable in ascertaining such participation is considered. Finally, the adequacy of the HSB cognitive tests is assessed.

******* Volume-ID = 1- 103 Book Reference **********

Authors = Hogan,DP

Book = Adolescent Expectations about the Sequencing of Early Life Transitions

Volume = Year = Aug 1982 Pages = 34p + 9 Tables

City = Chicago Publisher = Population Res. Center, U. of C.

Topics = Adolescent Expectations; Early Life Transitions; High School Students; High School and Beyond

Comments = Using data from the High School and Beyond (HS&B) Base Year survey, the author examines adolescent expectations about the sequencing (synchronization) of five early life transitions marking the passage to adulthood--school completion, beginning of first job, establishment of independent residence, marriage and first childbirth. He first demonstrates that synchronization tendencies do exist, that is, that the expected timing of each transition relates to the expected timing of each of the other transitions, and describes the preferred sequencing of pairs of transitions. He next examines the way in which a variety of demographic, social and individual factors influence the expected sequences of pairs of transitions. In the final section of the paper, he examines adolescent expectations about the sequencing of all five transitions considered simultaneously, and identifies the ways in which the expected pathway to adulthood depends upon demographic, social and individual factors.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 104 Book Reference **********

Authors = Hogrebe,MC; et al.
Book = Are There Sex Differences in Reading Achievement? An Investigation with the High School and Beyond Data
Volume = Year = Apr 1984 Pages = 25p
City = New Orleans Publisher = Paper, Am. Educ. Research Assoc.
Topics = Demography; Reading Achievement; Reading Research; Sex Differences; High School and Beyond; E-ED243884 CS007585
Comments = A study investigated the relationship between sex and reading achievement at the high school level. In addition, it examined the amount of variance in reading achievement accounted for by certain demographic variables, such as type of school, location of school, and socioeconomic status of students. Data for the study came from the High School and Beyond database compiled by the National Opinion Research Center. Information on more than 23,000 seniors and 24,000 sophomores was analyzed using multiple regression procedures. Results for both groups indicated that sex accounted for less than 1% of the variance in reading achievement, while demographic variables accounted for 20% of the variance in reading achievement for seniors and 22% for sophomores. The findings suggest that by the time students reach high school, virtually no sex differences exist in reading achievement.

******* Volume-ID = 1- 105 Book Reference **********

Authors = Horace Mann Learn'g Cen.; NCES.
Book = What Do We Know about Private Schools? Proceedings of a Conference of the Horace Mann Learning Center and the National Center for Education Statistics (Washington, D.C., April 7, 1981)
Volume = Year = Apr 1981 Pages = 258p
City = Washington, D.C. Publisher = Horace Mann L.C.(ED) & NCES(ED)
Topics = Catholic Schools; Outcomes of Education; Private Education; Private Schools; High School and Beyond; E-ED216452 EA014636
Comments = During the spring of 1980, 59,000 students from over 1,000 public and private high schools were surveyed to obtain base-year data for a projected longitudinal study entitled "High School and Beyond." Intended to provide background information for making policy decisions, the study focused on four specific policy concerns: discipline, Hispanics, work, and private schools. This document is a verbatim transcript of an April 1981 conference at which James Coleman, the project's principal investigator, presented his draft report on private schools. The report focused primarily on whether or not the data bore out the claims made favoring or opposing federal support for private education. The central issues in this debate are whether the quality of cognitive and affective learning is greater in private schools than in public schools, and whether private schooling is a divisive force in our society. The conference also included a report by Andrew Greeley of his work on the impact of Catholic education, based on the same survey data. A discussion of both reports by eight experts and responses to questions from the audience, concerned particularly with methodological matters and with the findings' implications for federal educational policy, concluded the conf.

******* Volume-ID = 1- 106 Book Reference *****************
Authors = Hotchkiss,L
Book = Effects of Schooling on Cognitive, Attitudinal, and Behavioral Outcomes. Technical Report
Volume = Year = 1984 Pages = 151p
City = Columbus, Ohio Publisher = Nat. Center for Res. in Voc. Ed.
Topics = Attitudinal Outcomes; Behavioral Outcomes; Cognitive Outcomes; Curriculum Tracking; Educational Outcomes; High School Students; School Characteristics; High School and Beyond
Comments = This report is based on statistical analyses of Base Year and First Follow-Up HS&B sophomore cohort data. The focus of the analyses is changes between the sophomore and senior year of respondents in terms of ten outcomes ostensibly related to employability after leaving school: academic test scores in verbal skills, science, mathematics and civics; measures of educational and occupational expectations; attitudinal variables--self-esteem, locus of control (internal-external), and work values; and an index of deportment in school. Four relatively distinct studies are presented in this report. The first examines differences among the 1,000 schools in the HS&B sample on the average level of all ten outcomes. The second investigates effects of specific school characteristics on the same ten outcomes. The third investigates an interaction model of the effects of dropping out of school on verbal and quantitative tests. The fourth analyzes effects of curriculum track (academic vs. nonacademic) on the ten outcomes.

******* Volume-ID = 1- 107 Book Reference **********

Authors = Hotchkiss,L; Kang,S; Bishop,J
Book = High School Preparation for Employment
Volume = Year = 1984 Pages = 147p
City = Columbus, Ohio Publisher = Nat. Center for Res. in Voc. Ed.
Topics = Educational Outcomes; High School Sophomores; Student Employment; Vocational Education; High School and Beyond
Comments = The primary theme of this report centers on the question: How can high schools best prepare young people for productive employment after leaving school? This is a complex question, as reflected by the diversity of topics addressed in this report. Certainly we know that basic skills contribute to employability after leaving school. We also know that work attitudes and specific vocational skills exercise important influences on employability and productivity. But we do not know what the optimum mix of basic and vocational skills is nor precisely what influence work attitudes exercise. Neither do we know all that needs to be known about how to develop appropriate skill levels and work attitudes in teenage youth. This report contains four studies related to preparation of youth for employment after leaving school. The first examines effects of curriculum on learning of basic skills using an interaction model. The second investigates determinants of employment outcomes during high school. The third focuses on the effects of high school curriculum and performance on post-high school employment experience of noncollege youth. The fourth extends the third by adding high school employment variables as predictors of post-high school employment.

******* Volume-ID = 1- 108 Journal Reference **********
Authors = Husen,T
Article = Coleman II--Another Case of Politics and the Professors
Volume = v13 n6 Year = Sep 1981 Pages = 11-12
Journal = Change
Topics = Educational Opportunities; Equal Education;
Policy Formation; Political Issues;
Social Science Research; High School and Beyond;
E-EJ252369 HE514786
Comments = The lesson learned from Coleman I and II is that policy making is not a kind of linear transmission of research findings into policy decisions. Social science research can heighten the awareness among policy makers and the general public of aspects of social issues and help to reconceptualize certain aspects.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 109 Book Reference **********

Authors = Ill. State Board of Ed.
Book = Science and Mathematics Achievement in Illinois: A Perspective Based on Test Results
Volume = Year = 1983 Pages = 21p
City = Springfield, Ill. Publisher = Illinois State Board of Education
Topics = Academic Achievement; Mathematics Achievement; Sciences; State Programs; Testing Programs; Illinois; High School and Beyond; E-ED238920 TM840010
Comments = This report summarizes information about student achievement, student opportunity to learn in science and mathematics, and student variables relating to that achievement for elementary and secondary students in the state of Illinois. Five tests were used for the basis of this report: The Ill. Inventory of Educ. Progress, the ACT, the SAT, the HS&B Test, and the Decade Study. The major findings indicate that (1) Illinois students' performance in high school science is essentially the same as the average performance nationally, (2) elementary school mathematics achievement in Illinois has risen significantly since 1976, (3) average mathematics scores for Illinois high school students are approximately the same as the national average on national tests, (4) state ACT scores in mathematics are lower than in 1972, (5) state SAT scores in mathematics remained stable throughout the 1970s, (6) Illinois high school level mathematics achievement is significantly lower than in 1970 on the Decade Study Test, (7) there are no significant differences between student performance in public and private high schools in the state on the ACT and HSB, and (8) male students score significantly higher than female students in mathematics and science in Illinois....

******* Volume-ID = 1- 110 Book Reference **********

Authors = Ill. State Board of Ed.
Book = Student Achievement in Illinois: An Analysis of Student Progress. Second Annual Illinois Student Achievement Report
Volume = Year = Feb 1984 Pages = 103p
City = Springfield, Ill. Publisher = Illinois State Board of Education
Topics = Academic Achievement; State Programs; Student Evaluation; Test Results; Writing Evaluation; High School and Beyond; Illinois;
E-ED247263 TM840434
Comments = This second annual report on student achievement in Illinois describes and synthesizes the results of four different achievement measures: the Illinois Inventory of Educational Progress (IIEP), High School and Beyond Test, Scholastic Aptitude Test, and the American College Test. This report provides an analysis of student progress across years, from basics to advanced skills in reading, grammar, mathematics, science, and, for the first time, an analysis of student writing samples from the IIEP. This study was conducted to answer four major questions: (1) how well are Illinois students performing in academic subjects as compared to students in other parts of the nation and the nation as a whole?. (2) how well are the students in 1983 doing in comparison to students of previous years?, (3) how well can Illinois students write?, and (4) what student and school characteristics are related to achievement of Illinois students?

******* Volume-ID = 1- 111 Journal Reference **********
Authors = Ill. State Board of Ed.
Article = High School and Beyond: An Overview of Illinois Students
Volume = v19 n5 Year = May 1982 Pages = 1-8
Journal = News and Views (Published by the Illinois Commission on Children)
Topics = High School Students; Public Schools; Illinois; High School and Beyond
Comments = This article is based on excerpts from High School and Beyond: An Overview of Illinois Students, published by the Illinois State Board of Education. It summarizes basic findings about Illinois public high school students in six topical areas: 1) school, coursework and study; 2) activities outside of school; 3) students' attitudes about themselves; 4) attitudes toward service; 5) future educational plans; and 6) family, plans and aspirations.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID * 1- 112 Book Reference **********

Authors * Ill. State Board of Ed.
Book * Student Achievement in Illinois: An Analysis of Student Progress
Volume * Year * Nov 1982 Pages * 96p
City * Springfield, Ill. Publisher * Illinois State Board of Education
Topics * Academic Achievement; State Programs; Student Evaluation; Test Results; Illinois; High School and Beyond; E-ED237536 TM830789
Comments * This report on student achievement in Illinois describes and synthesizes the results of six different measures of the achievement of Illinois students. The six tests are: (1) Ill. Inventory of Educ. Progress, (2) Decade Study Test, (3) HS&B Test, (4) SAT, (5) ACT, and (6) National Assessment of Educational Progress. These instruments are described in tabular form in terms of the students tested, curricular areas assessed, and overall purpose. This report provides an analysis of student progress across years, from basic to advanced skills in reading, language arts, social studies, mathematics, and science. An attempt has been made to integrate the results of the six measures of achievement to obtain a more complete picture of the performance of Ill. students and, indirectly, Ill. schools. This study of student achievement was conducted to answer three major questions: how well are Illinois students performing in academic areas as compared to students in other parts of the nation and the nation as a whole?; how well are Illinois students of today performing in academic areas as compared to Illinois students during the last decade?; and what student and school characteristics are related to achievement of Illinois students?

******* Volume-ID = 1- 113 Book Reference **********

Authors = Jones,C; Clarke,M; Mooney,G; McWilliams,H; Crawford,I; Stephenson,B; Tourangeau,R

Book = High School and Beyond 1980 Sophomore Cohort First Follow-Up (1982). Data File User's Manual. Contractor Report

Volume = Year = Apr 1983 Pages = 654p

City = Washington, D.C. Publisher = NCES (ED)

Topics = Databases; Data Collection; Data Processing; Followup Studies; Grade 10; School Surveys; High School and Beyond; E-ED243959 TM840276

Comments = The structure and documentation of High School and Beyond First Follow-Up data files represent a departure from Base Year practices. The Base Year student file contains data from both the senior and sophomore cohorts. Due to the more complex design of the First Follow-Up and resulting increase in the volume of available data, separate First Follow-Up files have been created for the two cohorts. Each file is accompanied by a separate user's manual. However, to ensure that researchers are fully aware of the interrelationships among the many components of the study, this user's manual presents an overview of the entire study. Thus, a central objective of this manual is to provide a full understanding of all the goals and potential uses of the datasets that comprise High School and Beyond. The second major objective of this manual is to provide the user with the technical assistance needed to use the computer file, both as an independent dataset and as a component that may be merged with a growing system of related data bases.

******* Volume-ID = 1- 114 Book Reference **********

Authors = Jones,C; Knight,S; Butz,M; Crawford,I; Stephenson,B
Book = High School and Beyond Transcripts Survey (1982). Data File User's Manual. Contractor Report
Volume = Year = July 1983 Pages = 201p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Academic Records; Databases; Data Collection; Data Processing; School Surveys; High School and Beyond; E-ED243957 TM840274
Comments = This data file user's manual documents the procedures used to collect and process high school transcripts for a large sample of the younger cohort (1980 sophomores) in the High School and Beyond survey. The manual provides the user with the technical assistance needed to use the computer file and also discusses the following: (1) sample design for the high school transcripts survey, (2) data collection, (3) data control and preparation, (4) data processing, (5) organization and content of the data file, and (6) codebook.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 115 Book Reference *****************
Authors = Jones,C; Knight,S; McWilliams,H; Butz,M; Crawford,I; Stephenson,B
Book = High School and Beyond Course Offerings and Course Enrollments Survey (1982). Data File User's Manual. Contractor Report
Volume = Year = July 1983 Pages = 271p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Course Descriptions; Databases; Data Collection; Data Processing; Enrollment; School Surveys; High School and Beyond; E-ED243956 TM840273
Comments = The objectives of this data file user's manual are to describe the procedures used to obtain course offerings (i.e., course catalogs, master schedules, etc.) and course enrollments for the 1981-82 High School and Beyond (HS&B) schools, and to provide the user with the technical assistance needed to use the resulting HS&B computer files. The contents include (1) sample design and implementation, (2) data collection, (3) data control and preparation, (4) data processing, (5) organization and content of the data file, and (6) codebook.

******* Volume-ID = 1- 116 Book Reference **********

Authors = Jones,C; Clarke,M; Mooney,G; McWilliams,H; Crawford,I; Stephenson,B; Tourangeau,R

Book = High School and Beyond First Follow-Up (1982), Technical Report

Volume = Year = Jun 1983 Pages = 275p

City = Washington, D.C. Publisher = NCES (ED)

Topics = Followup Studies; High Schools; National Surveys; Research Design; Research Methodology; Student Educ. Objectives; High School and Beyond; E-ED249244 TM840585

Comments = This report summarizes and documents the major technical aspects of the High School and Beyond First Follow-Up survey. Student data were collected (through questionnaires and tests) from samples of the 1980 High School and Beyond Base Year survey sophomore and senior cohorts, and school data from administrators. High school transcripts for a subsample of participating 1980 sophomores were also gathered. The purposes and major surveys of the National Center for Education Statistics' Longitudinal Studies Program are reviewed. The tests and questionnaires used for the Follow-Up Survey are described. Summary Base Year and detailed First Follow-Up information is provided on sample design and implementation, data collection, data control and preparation, and data processing. Separate chapters are devoted to the technical aspects of the Transcripts Survey and the Course Offerings and Enrollments Survey. The appendices contain the questionnaires, correspondence from the pre-field and field periods, and critical items for each of the instruments.

******* Volume-ID = 1- 117 Book Reference *****************

Authors = Jones,C; Clarke,M; Mooney,G; McWilliams,H; Crawford,I; Stephenson,B; Tourangeau,R

Book = High School and Beyond 1980 Senior Cohort First Follow-Up (1982). Data File User's Manual. Contractor Report

Volume = Year = May 1983 Pages = 518p

City = Washington, D.C. Publisher = NCES (ED)

Topics = Databases; Data Collection; Data Processing; Followup Studies; High School Seniors; School Surveys; High School and Beyond; E-ED243958 TM840275

Comments = The structure and documentation of High School and Beyond First Follow-Up data files represent a departure from Base Year practices. The Base Year student file contains data from both the senior and sophomore cohorts. Due to the more complex design of the First Follow-Up and resulting increase in the volume of available data, separate First Follow-Up files have been created for the two cohorts. Each file is accompanied by a separate user's manual. However, to ensure that researchers are fully aware of the interrelationships among the many components of the study, this user's manual presents an overview of the entire study. Thus, a central objective of this manual is to provide a full understanding of all the goals and potential uses of the datasets that comprise High School and Beyond. The second major objective of this manual is to provide the user with the technical assistance needed to use the computer file, both as an independent dataset and as a component that may be merged with a growing system of related data bases.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 118 Book Reference *****************

Authors = Jung,SM

Book = Secondary Analysis of High School and Beyond Data to Estimate the Impact of Upward Bound. Final Technical Report

Volume = Year = Oct 1984 Pages = 18p + Appendices (19p)

City = Washington, D.C. Publisher = Applied Systems Institute, Inc.

Topics = College Attendance; Financial Aid; Upward Bound; High School and Beyond

Comments = Using HS&B First Follow-Up data, this study investigated the impact of Upward Bound participation on postsecondary experiences. Results supported the findings of previous Upward Bound evaluations: the program influenced a significantly higher proportion of disadvantaged and at-risk youth to apply for college admission, obtain financial aid, attend college, and persist there for one year after high school. During their first three semesters of postsecondary education, Upward Bound students earned significantly more college credits, and their higher aspirations to complete a college degree were also maintained; but their retention rates 21 months after high school dropped to about 40 percent, where the rates were no longer significantly greater than the rates for comparable nonparticipants. In addition, a greater percentage of Upward Bound participants than nonparticipants received financial aid.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 119 Book Reference **********

Authors = Keith,TZ

Book = Academic Achievement of Minority Students Enrolled in Catholic and in Public High Schools. Ph.D. Thesis

Volume = Year = 1982 Pages = 113p

City = Durham, N.C. Publisher = Duke University

Topics = Academic Performance; Black Students; Catholic Schools; High School Seniors; Hispanic Students; Public Schools; High School and Beyond; D-782660 0525-0066

Comments = The purpose of this study, using HS&B Base Year data, was to determine the effect of enrollment in Catholic versus public high schools on black and Hispanic seniors' academic achievement, while controlling for both family background and a measure of student ability....Six causal models...were devised to determine the influence of school type on academic achievement. The first set of analyses was consistent with previous research in controlling only for family background characteristics. In the second set of analyses, a measure of student ability was added to the...causal models. In the third set, a measure of the time students spent on homework was added to the models to help explain any school effect found. The introduction of the measure of student ability to the causal models substantially reduced the apparent effect of Catholic schooling on student achievement for both [minority groups]. However, the remaining paths from Catholic schooling to achievement were still meaningful, indicating that Catholic schools may well produce higher achievement than public schools in minority high school seniors. The results also indicated that this Catholic school effect may be partially explained through greater homework demands in Catholic schools....

******* Volume-ID = 1- 120 Journal Reference **********
Authors = Keith,TZ
Article = Time Spent on Homework and High School Grades: A Large-Sample Path Analysis
Volume = v74 n2 Year = Apr 1982 Pages = 248-253
Journal = Journal of Educational Psychology
Topics = Grade Inflation; Grades (Scholastic); High School Seniors; Homework; Path Analysis; Time On Task; High School and Beyond; E-EJ262625 TM506890
Comments = Time spent on homework was found to be important in determining student grades. Further, it was suggested that increased homework demands and more stringent grading standards might increase both student achievement and confidence in schools.

******* Volume-ID = 1- 121 Journal Reference **********
Authors = Kilgore,SB; et al.
Article = An Update on the Coleman Study
Volume = v13 n2 Year = Oct 1982 Pages = 4-8
Journal = Momentum
Topics = Catholic Schools; Private Schools; Public Schools; High School and Beyond; E-EJ283037 JC503220
Comments = Provides an update of a National Opinion Research Center study comparing the functioning of public and private schools. Answers questions concerning the schools and students involved; conclusions; findings regarding enrollment patterns, discipline and course offerings, student attitudes, Catholic schools, minority students, and achievement levels; and criticisms of the study.

******* Volume-ID = 1- 122 Journal Reference **********
Authors = Kilgore,SB
Article = Schooling Effects: Reply to Alexander and Pallas
Volume = v57 n1 Year = Jan 1984 Pages = 59-61
Journal = Sociology of Education
Topics = Catholic Schools; Public Schools;
High School and Beyond
Comments = This article continues a discussion in the pages of this journal between the author, on the one hand, and Alexander and Pallas, writing in refutation of some of the Coleman-Hoffer-Kilgore findings, on the other. Kilgore concludes that the objective of the analysis by Alexander and Pallas is "the evaluation of the relative contribution of Catholic sector secondary education to the overall achievement level of secondary school students in the United States," while she sees the Coleman-Hoffer-Kilgore research objective as "an attempt to unravel school organizational processes that may affect achievement levels."

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 123 Journal Reference **********
Authors = Kilgore,SB
Article = Statistical Evidence, Selectivity Effects and Program Placement: Repsonse to Alexander and Pallas
Volume = v56 n4 Year = Oct 1983 Pages = 182-186
Journal = Sociology of Education
Topics = Academic Achievement; Catholic Schools; Public Schools; Research Problems; Tracking; High School and Beyond; S-0142143 84N6350; E-EJ290537 S0511909
Comments = Statistical methods employed by Alexander and Pallas do not negate the differences between public and private school students' achievement. Instead, their work supports the conclusion that Catholic schools help average students achieve by increasing the likelihood of their enrollment in the academic track and by enhancing the performance of those in the general track.

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******* Volume-ID = 1- 124 Book Reference **********

Authors = King,JL

Book = Selected Family, Student, and School Variables Which Relate to Educational Attainment of High School Seniors across Socioeconomic Classes. Ed.D. Thesis

Volume = Year = 1983 Pages = 165p

City = Blacksburg, Va. Publisher = Virginia Poly Inst. and State U.

Topics = Academic Performance; Cognitive Achievement; High School Seniors; High School and Beyond; D-837690 0515-0247

Comments = This research study examines 16 independent variables, grouped into family, student, and school sets, as these variables, both individually and as sets, account for the variance in educational attainment. The sample of 2343 high school seniors is drawn from participants in the national longitudinal study entitled High School and Beyond. The first hypothesis tested is that these sets of variables will account for a major portion of the variance in educational attainment for the total sample. Then the sample is divided into high, middle and low socioeconomic status sub-samples for the purpose of testing the second hypothesis--that these sets of predictor variables will account for a major portion of the variance in educational attainment for each SES group, but differentially for each group. Multiple regression is the analytic procedure used. Findings in the study are generally in agreement with earlier, similar research. For the total sample, R('2) is .57; for the low, middle, and high SES groups R('2) is .45, .45, and .46 respectively. Family and student variables accounted for the major portion of variance explained. The effects of the set of school variables are weak, and inconsistent across SES groups.

******* Volume-ID = 1- 125 Journal Reference **********
Authors = Kirst,MW
Article = Rationale for Public Schools
Volume = v63 n3 Year = Nov 1981 Pages = 164-165
Journal = Phi Delta Kappan
Topics = Private Schools; Public Schools;
High School and Beyond; E-EJ255023 EA514729
Comments = The author disagrees with James Coleman's contentions (expressed in the preceding article) that we no longer have a rationale for preserving our commitment to public schools and that we should use public funds for a pluralistic conception of education. He offers reasons for renewing our commitment to public education.

******* Volume-ID = 1- 126 Book Reference **********

Authors = Knight,ET

Book = Sex Differences in Adolescent Career Expectations in Relationship to Parents' Educational and Occupational Levels. Ph.D. Thesis

Volume = Year = 1981 Pages = 142p

City = Durham, N.C. Publisher = Duke University

Topics = Career Aspirations; High School Sophomores; High School and Beyond; D-765028 0525-0066

Comments = The purpose of the study, using HS&B soph. base year data, was to dev. a theoretical model of sex-role identification which related adolescent career expectations to educ. and occup. levels of the same-sex parent. Research questions addressed sex diffs. in the variables used in the model, including race, paternal and maternal educ. levels, family income level, number of parents in the home, paternal and maternal occup. levels, maternal employment history, perceived paternal and maternal aspirations for the adolescent, and the adolescent's cog. abilities....Six key findings of the study were (1) Perceived maternal aspirations for subjects were the most powerful predictor of the career expect. of both sexes. (2) Both maternal and paternal variables predicted boys' expect. but the fathers' occup. levels were twice as powerful a direct predictor of sons' career expectations as mothers' occup. levels. (3) Only the maternal variables were direct predictors of expect. of daughters. (4) The mean level of girls' career expectations was sig. higher than that of boys.... (5) The higher mean level for girls was due to their concentration in a smaller number of rel. high prestige trad. female careers. (6) The perceived aspirations for daughters' educ. levels by both parents were higher than for sons....

******* Volume-ID = 1- 127 Book Reference **********

Authors = Kolstad,AJ
Book = High School and Beyond Local Economic Indicators for HS&B Schools (1980-1982) Data File User's Manual
Volume = Year = Aug 1984 Pages = 20p + Appendices
City = Washington, D.C. Publisher = NCES (ED)
Topics = Economic Characteristics; High School and Beyond
Comments = Information in this data file is designed to supplement the HS&B questionnaires filled out by students, teachers, school administrators, and parents of students so that these data can be analyzed within an economic context. For this file, data from the Bureau of Labor Statistics and the Bureau of Economic Analysis were used to create several derived indicators of the local economy, including wage, personal income, and employment data for counties, for Standard Metropolitan Statistical Areas, and for states.

******* Volume-ID = 1- 128 Book Reference **********

Authors = Kolstad,AJ
Book = National Longitudinal Study of the High School Class of 1972 Tabulation: Wage Rates and Earnings after High School or College by Gender, Schooling, and Starting Pay
Volume = Year = June 1984 Pages = 12p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Annual Earnings; Wage Rates; Young Adults; NLS-72
Comments = This tabulation includes nine tables. One shows the percentile distribution of hourly wage rates and annual earnings of young men and women of the h.s. class of 1972 in the first October or first full year after graduation from h.s. or college. The others show for respondents who graduated from h.s. in 1972, by educational level in 1979 (age 25): 1) hourly wage rates of young men, by field of study; 2) hourly wage rates of young women, by field of study; 3) annual earnings of young men, by field of study; 4) annual earnings of young women, by field of study; 5) hourly wage rates of young men, and wages in first October after leaving school; 6) hourly wage rates of young women, and wages in first October after leaving school; 7) annual earnings of young men, and earnings in first full year after leaving school; and 8) annual earnings of young women, and earnings in first full year after leaving school. All data in this tabulation were derived from student responses to base-year and follow-up questionnaires of the National Longitudinal Study of the High School Class of 1972 (NLS-72).

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 129 Book Reference *****************
Authors = Law,AI
Book = Time and Learning in California Schools
Volume = Year = 1984 Pages = 54p
City = Sacramento Publisher = Calif. State Dept. of Education
Topics = Academic Achievement; School Schedules; Time on Task; Calif. Assessment Program; High School and Beyond; California
E-ED244989 TM840312
Comments = This report discusses the availability and use of instructional time in relation to the requirements contained in the Hughes Hart Educational Reform and Finance Act of 1983. The study draws on information from the California Assessment Program, which supplies achievement test scores, time and coursetaking information; verbal and mathematics aptitude scores of the Scholastic Aptitude Test; California results of the High School and Beyond study; and the California Basic Educational Data System. The amount of time California students spend in school, which is currently less than the national average, is examined. The report discusses the distribution of time among subject areas in elementary school, and coursetaking and achievement in high school. National and state recommendations for improving student achievement are discussed. Methods for increasing students' academic achievement are presented. The report is a comprehensive examination of the relationship between the amount of time California students spend in school in comparison with students of other states, and the implications of the differences for learning and achievement.

******* Volume-ID = 1- 130 Book Reference **********

Authors = Lee,V

Book = Access to Higher Education: The Experience of Blacks, Hispanics and Low Socio-Economic Status Whites

Volume = Year = May 1985 Pages = 55p

City = Washington, D.C. Publisher = American Council on Education

Topics = Black Students; College Attendance; High School Seniors; Hispanic Students; White Students; High School and Beyond

Comments = This report describes the college-going experience of 1980 high school seniors. It focuses especially on black, Hispanic, and low socio-economic status white youth; notably, four Hispanic subgroups--Mexican-Americans, Cubans, Puerto Ricans, and others--are given direct attention. Based on HS&B data, the report shows that minorities are underrepresented in rates of college attendance. Important differences appear among the groups studied, however, and pose questions for public policy. The report also provides useful perspective in comparing students attending two-year versus four-year colleges and in describing the experiences of students who withdrew from college.

******* Volume-ID = 1- 131 Journal Reference **********
Authors = Levenson,MR; Terkla,DG
Article = Report Analysis: Public and Private Schools
Volume = v51 n4 Year = Nov 1981 Pages = 481-545
Journal = Harvard Educational Review
Topics = Educational Quality; Equal Education;
Private School Aid; Private Schools; Public Schools;
Social Science Research; High School and Beyond;
E-EJ254661 CE511519
Comments = This colloquium presents seven analyses by social scientists of the controversial report, "Public and Private Schools," together with a response by the report's authors, James Coleman, Thomas Hoffer, and Sally Kilgore.

******* Volume-ID = 1- 132 Book Reference **********

Authors = Levin-Epstein,N
Book = Systems of Education and the Social Recruitment of Youth in the United States. Ph.D. Thesis
Volume = Year = 1982 Pages =
City = Chicago Publisher = University of Chicago
Topics = High School Students; Tracking;
High School and Beyond; D-792235 0340-0330
Comments = The purpose of this study, using HS&B data, is to examine the role of sec. educ. in "directing" members of the society to their destinations....Two modes of organizing sec. educ. are identified. "Segmented setting" describes the type of structure in which acad., voc., and gen. training are provided in separate schools that prepare studs. for rel. distinct life oppors. "Comprehensive organization" is one in which no differentiation is employed that decisively gives dir. to the educ. careers of students....Hypoth. tested relate to the mechanisms of allocation in school, the educ. experience, and postsec. outcomes....The findings show only minor diffs. between settings in the mechanisms by which studs. are allocated to school progs. In both settings studs. in the acad. prog. are disting., first and foremost, on the basis of schol. abil. But in the comp. setting abil. is also the primary dimension on which the gen. and voc. progs. differ.· In the seg. setting, however, occup. interests and postsec. plans appear to be of greatest import. in differentiating the gen. from the voc. students ....Studs. in a gen. prog., or voc. studs. in the comp. setting, appear to have the greatest difficulty in defining specific post-sec. objectives and translating expectations into concrete behavs.

******* Volume-ID = 1- 133 Book Reference **********

Authors = Lewin-Epstein,N
Book = Employment and Attitudes toward Working among High School Youth
Volume = Year = Aug 1981 Pages = 31p
City = Chicago Publisher = NORC
Topics = Education Work Relationshp; Employment Patterns;
High School Students; Part Time Employment;
Student Employment; Work Attitudes;
High School and Beyond; E-ED208183 CE030240

Comments = Data derived from HS&B were used to describe youth employment experiences and attitudes. The data showed that employment is common among h.s. students and seems to be an integral part of adolescence; employment possibly may be necessary for the smooth transition to adult job-holding, at least for those students who do not go to college. Another major finding of the study was that as early as the soph. year, most jobs held by h.s. students were structured jobs. Furthermore, a shift seems to take place during the h.s. years in the types of jobs students have, going from more unstructured jobs such as babysitting and grass mowing to structured jobs in food services, factories, sales, and clerical occupations. However, job experience varied widely among students of all types, and females generally worked fewer hours and were paid less per hour than males. Overall, the largest differences in work experience were found between soph. and sr. students. The sr. students more closely resembled the adult labor force in every aspect considered in this study. Thus, even while youth are still in school, there appears to be a gradual movement toward greater involvement in work, and any evaluation of the teenage work exper. would greatly depend on the stage at which it was observed.

******* Volume-ID = 1- 134 Book Reference **********

Authors = Lewin-Epstein,N

Book = Youth Employment During High School. An Analysis of High School and Beyond: A National Longitudinal Study for the 1980's. Contractor Report

Volume = Year = May 1981 Pages = 138p + Appendices (37p)

City = Washington, D.C. Publisher = NCES (ED)

Topics = High School Students; Minority Groups; Race; Sex; Student Employment; Youth Employment; High School and Beyond; E-ED203198 CE029395

Comments = The findings of this report suggest that labor force activity is a widespread phenomenon among teenagers, far exceeding what was commonly believed to be the prevalence of this behavior. While some differences were found among ethnic and gender groups in the propensity to work and the amount of time spent at work, school grade consistently had the greatest impact on all aspects of work behavior, from hours spent at work and hourly wages to the type of job held and amount of training received on the job. The comparison of sophomores and seniors reveals a distinct trend toward greater likelihood of employment, more time spent at work, higher wages, and holding jobs that are performed in a structured organizational setting and away from the family environment. It is quite evident that the work experience of youth, even those still in school, is far from homogeneous and that major changes take place in a relatively short period during which the work characteristics of adolescents come to resemble more closely those of the adult population. The data and analyses presented in this report are from the High School and Beyond (HS&B) Base Year (1980) survey.

******* Volume-ID = 1- 135 Journal Reference **********
Authors = McPartland,JM; McDill,EL
Article = Control and Differentiation in the Structure of American Education
Volume = v55 n2 Year = Ap-Jul 82 Pages = 77-88
Journal = Sociology of Education
Topics = Academic Achievement; Differences;
Institutional Characteris.; Private Schools;
Public Schools; High School and Beyond;
E-EJ263745 S0509993
Comments = Criticizes the report "Public and Private Schools" by Coleman, Hoffer, and Kilgore for failing to consider alternative explanations of school effectiveness and for drawing narrow policy implications. Student body composition and school admissions practices need to be considered in evaluating educational policy alternatives.

******* Volume-ID = 1- 136 Journal Reference **********
Authors = Morgan,WR
Article = The Analysis of NLS Youth in Public and Private Schools: Response to Coleman-Hoffer
Volume = v57 n2 Year = Apr 1984 Pages = 122-128
Journal = Sociology of Education
Topics = Academic Achievement; Private Schools; Public Schools;
High School and Beyond; NLS--Labor Force Behavior;
E-EJ298799 S0512761
Comments = The author argues that he properly used the National Longitudinal Survey sample in his analysis which concluded that private schooling is not superior to public schooling with regard to student's academic achievement, a conclusion contrary to that reached by Coleman and Hoffer in their analysis of the same sample.

******* Volume-ID = 1- 137 Journal Reference **********
Authors = Morgan,WR
Article = Learning and Student Life Quality of Public and Private School Youth
Volume = v56 n4 Year = Oct 1983 Pages = 187-202
Journal = Sociology of Education
Topics = Academic Achievement; Catholic Schools; Educational Quality; Public Schools; High School and Beyond; NLS--Labor Force Behavior; E-EJ290538 SO511910
Comments = The author argues that data from the National Longitudinal Surveys of Youth Labor Market Behavior for the most part do not support conclusions by Coleman, Hoffer and Kilgore in Public and Private Schools. With the exception of a slight gain in verbal achievement for Hispanics in private schools, and a slight gain in vocational achievement for white students in public schools, the sectors do not differ in the amount of learning produced, once the appropriate background and curriculum controls are introduced. Attending Catholic schools does slightly raise expected educational attainments. Consistent sector differences do appear in the rated quality of student life--instructional quality, discipline, safety, and peer relations are rated higher in private schools, while learning freedom and job counseling opportunities are rated higher in public schools. The author emphasizes the crucial difference between learning and quality of student life as criteria for making policy recommendations.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 138 Journal Reference **********
Authors = Murnane,RJ
Article = Evidence, Analysis, and Unanswered Questions
Volume = v51 n4 Year = Nov 1981 Pages = 483-489
Journal = Harvard Educational Review
Topics = Educational Quality; Equal Education;
Private School Aid; Private Schools; Public Schools;
Social Science Research; High School and Beyond
Comments = This article introduces a colloquium of six analyses by social scientists of "Public and Private Schools" by Coleman, Hoffer and Kilgore, along with a response to those analyses by Coleman et al. Murnane provides an overview of the authors' findings, and explains why he believes that the study does not offer reliable evidence germane to the current policy debate.

******* Volume-ID = 1- 139 Book Reference **********

Authors = N.Y. State Educ. Dept.

Book = A Description of High School Students in New York State and the Nation, 1980. Report No. 1. High School and Beyond: A National Longitudinal Study for the 1980's

Volume = Year = 1980 Pages = 81p

City = Albany, New York Publisher = New York State Education Dept.

Topics = High School Graduates; High School Students; Longitudinal Studies; National Surveys; Student Characteristics; High School and Beyond; New York; E-ED223678 TM820807

Comments = This report presents comparisons of high school students in New York State with those of the United States as a whole and is organized in five sections: the first describes experiences in high school (coursework, grades, vocational training, behavior, school practices, and student opinions on high school); the second outlines activities outside of school; the third discusses the students' values and attitudes; the fourth section describes short-range and long-range plans after high school; and the last examines college plans in more detail. This initial report on High School and Beyond is a summary of descriptive information on high school students. As a large-scale, longitudinal survey, its primary purpose is to observe the educational and occupational plans and activities of young people as they pass through the educational system. The study should contribute to an understanding of student development and of the factors that determine individual education and career outcomes. It is intended that such information will be useful as a basis for review and reformulation of Federal, State, and local policies affecting the transition of youth from school to adult life.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 140 Book Reference **********

Authors = Natl. Cath. Educ. Assoc.
Book = The Catholic High School: A National Portrait
Volume = Year = 1985 Pages = 254p
City = Washington, D.C. Publisher = National Catholic Educ. Assoc.
Topics = Catholic Schools
Comments = This report, based on a broad national sample of Catholic high schools conducted in the fall of 1983, presents a composite view of the resources, programs, facilities, personnel and policies of Catholic high schools. In addition, it gives special scrutiny to how Catholic schools vary by gender composition (coed vs. single sex), size, governance (i.e., parochial, interparochial, private, diocesan), and percentage of students from low-income families.

******* Volume-ID = 1- 141 Book Reference *****************
Authors = NCES.
Book = Conferences, Critiques and References on the Subject of "Public and Private Schools": The Coleman Report
Volume = Year = 1982 Pages = 12p
City = Washington, DC. Publisher = NCES (ED)
Topics = Private Schools; Public Schools; High School and Beyond; E-ED219848 EA014766
Comments = A series of analyses of "Public and Private Schools," by James Coleman, Thomas Hoffer, and Sally Kilgore, has appeared in the form of conferences, critical papers, and news stories. This document, containing an extensive listing of commentary on the study, is intended to serve as a reader's guide to the literature on the subject. Included are references to discussions of major substantive issues, reanalyses of the basic data, and examinations of technical problems of the study as well as news stories, editorials, and other commentary. References are categorized as conferences, critiques, or references, with entries in each section listed in chronological order.

******* Volume-ID = 1- 142 Book Reference *****************
Authors = NCES.
Book = Two Years after High School: A Capsule Description of 1980 Seniors
Volume = Year = 1984 Pages = 47p
City = Washington, D.C. Publisher = NCES (ED)
Topics = High School Seniors; Secondary Education; High School and Beyond; GPO-8436159
Comments = Provides a general overview of the activities and experiences of high school seniors in 1980, using information from High School and Beyond's base year (1980) and first follow-up (1982) surveys. Covers educational, vocational, socioeconomic and family status; plans; and attitudes of 1980 seniors two years after leaving high school.

******* Volume-ID = 1- 143 Book Reference **********
Authors = NCES.
Book = Two Years in High School: The Status of 1980 Sophomores in 1982
Volume = Year = 1984 Pages = 47p
City = Washington, D.C. Publisher = NCES (ED)
Topics = High School Sophomores; Secondary Education;
High School and Beyond; GPO-8436162
Comments = Presents a summary of descriptive information about the sophomore cohort members as of 1982. Covers progress through high school, cognitive test performance, high school experiences, activities outside of school, and plans for college.

******* Volume-ID = 1- 144 Book Reference **********
Authors = NCES.
Book = High School and Beyond: User's Manual for Teacher Comment File
Volume = Year = Apr 1982 Pages = 17p
City = Washington, D.C. Publisher = NCES (ED)
Topics = High School Students; Teacher Perceptions;
High School and Beyond
Comments = As one component of the Base Year data collection for High School and Beyond (HS&B), teachers were asked to fill out a short questionnaire concerning those HS&B students whom they had taught during the 1979-80 school year. This manual describes the structure and use of the Teachers' Comments (data) Files that resulted from that data collection.

******* Volume-ID = 1- 145 Book Reference **********
Authors = NCES.
Book = The Draft? Student Opinions. NCES Bulletin
Volume = Year = Apr 1981 Pages = 2p
City = Washington, D.C. Publisher = NCES (ED)
Topics = High School Seniors; Military Service;
High School and Beyond
Comments = This bulletin, using data from the HS&B senior cohort base year (1980) survey, examines student attitudes about military service.

******* Volume-ID = 1- 146 Book Reference **********

Authors = NCES.
Book = High School Seniors Will Work for Less Than the Minimum Wage. NCES Bulletin
Volume = Year = Apr 1981 Pages = 2p
City = Washington, D.C. Publisher = NCES (ED)
Topics = High School Seniors; Student Employment; High School and Beyond
Comments = This bulletin, using data from the HS&B senior cohort base year (1980) survey, examines student attitudes about salaries.

******* Volume-ID = 1- 147 Book Reference **********

Authors = NCES.
Book = High School and Beyond: Twins and Siblings' File
Volume = Year = May 1982 Pages = 12p
City = Washington, D.C. Publisher = NCES (ED)
Topics = High School Students; Siblings; Twins; High School and Beyond
Comments = Due to the fact that twins data lend themselves to powerful analyses which contribute to interpretation of data from the broader High School and Beyond (HS&B) study, elaborate efforts were made to identify twins as early as possible in the Base Year survey process, and to enlist the participation of co-twins who had not already been selected into the sample. These augmented twins (and triplets) plus sampled twins, triplets and siblings comprise the Twins and Siblings File. This manual describes the structure and use of this Base Year file.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 148 Book Reference **********

Authors = NCRVE.
Book = Effectiveness in Education: A Guide for the Secondary School Administrator. Interim Product
Volume = Year = Nov 1984 Pages = 35p
City = Columbus, Ohio Publisher = Nat. Center for Res. in Voc. Educ.
Topics = Educational Outcomes; Employability
Comments = This document provides a "how-to" guide for secondary school administrators to develop student employability; it can also be of use to superintendents, teachers and guidance counselors. The principal's use of this guide can help a school to graduate students who are capable of getting and maintaining a job and advancing in their chosen careers. The guide discusses the national push for effective schools and the qualities that make a school effective, and offers suggestions on creating effective schools and student employability. This guide is a working draft based on Schooling Effectiveness for Employability, a research project.

******* Volume-ID = 1- 149 Journal Reference **********
Authors = Newfield,J; McElyea,VB
Article = Achievement and Attitudinal Differences among Students in Regular, Remedial, and Advanced Classes
Volume = v52 n1 Year = Fall 1983 Pages = 47-56
Journal = Journal of Experimental Education
Topics = Ability Grouping; Academic Achievement; English Instruction; Grouping (Instr. Purposes); Mathematics Achievement; Student Attitudes; High School and Beyond; E-EJ296179 TM508681
Comments = Groups of low-achieving and high-achieving high school students were identified on the basis of overall grades. Comparisons between students in heterogeneous and ability-grouped English and mathematics classes indicated grouping leads to improved achievement and attitudes toward subject matter in regular and remedial classes.

******* Volume-ID = 1- 150 Book Reference **********
Authors = Nielsen,F; Fernandez,RM
Book = Hispanic Students in American High Schools: Background Characteristics and Achievement
Volume = Year = 1982 Pages = 107p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Academic Performance; Background Characteristics; Educational Surveys; High School Students; Hispanic Students; High School and Beyond; GPO-8201722

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 151 Book Reference **********

Authors = Nielsen,F; Fernandez,RM
Book = Achievement of Hispanic Students in American High Schools: Background Characteristics and Achievement. Contractor Report
Volume = Year = Nov 1981 Pages = 125p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Academic Achievement; Academic Aspiration; High School Students; Hispanic Americans; Language Usage; High School and Beyond; Length of Residence; E-ED218836 RC013432
Comments = Presenting data and analyses from the first wave of HS&B, the report focuses on the composition of the Hispanic tenth and twelfth grade student population with respect to various characteristics; i.e., language use and proficiency, length of U.S. residence, family's socioeconomic status. The first section describes differences among Hispanic subgroups, and between Hispanics and the rest of the student population, with respect to both measures of achievement (school delay, aspirations, test scores) and possible explanatory factors (language usage, socioeconomic status, immigration history). The next section presents a basic model of the educational achievement process for Hispanics to investigate the relative importance of the basic input factor (language use and proficiency, family socioeconomic status, length of U.S. residence) as determinants of Hispanic educational attainment, and to explore whether differences in achievement profiles of Hispanic subgroups, which are previously noted, can be explained by subgroup differences in these basic input factors. Prior to presentation of the results, the HS&B data, selection of samples, and other methodological aspects of the study are discussed.

******* Volume-ID = 1- 152 Journal Reference **********
Authors = Noell,J
Article = Public and Catholic Schools: A Reanalysis of "Public and Private Schools"
Volume = v55 n2 Year = Ap-Jl 82 Pages = 123-132
Journal = Sociology of Education
Topics = Academic Achievement; Catholic Schools; Private Schools; High School and Beyond; S-0129746 82M4752; E-EJ263748 SO509996
Comments = The impact of Catholic school attendance on reading and mathematics achievement of seniors (number of cases = 27,365) and sophomores (number of cases = 29,049) is reanalyzed using the national "High School and Beyond" survey conducted by the National Opinion Research Center for the United States Education Department's National Center for Education Statistics, employed by James Coleman, Thomas Hoffer and Sally Kilgore in "Public and Private Schools. A Report to the National Center for Education Statistics" (Chicago: National Opinion Research Center, 1981). Four variables they did not control for--sex, handicap status, region of residence, and eighth grade college attendance expectations--that could be associated with self-selection into Catholic schools, and hence responsible for the apparent significant impact of Catholic school attendance on cognitive outcomes reported by Coleman, Hoffer, and Kilgore are identified. Analysis of missing data refutes their findings. Except for a statistically significant but small advantage on sophomore reading tests, Catholic school pupils are found to do no better--or worse--than public school pupils. 4 Tables, 1 Chart.

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******* Volume-ID = 1- 153 Journal Reference **********
Authors = Noell,J
Article = A Response to Coleman, Hoffer and Kilgore
Volume = v56 n4 Year = Oct 1983 Pages = 203
Journal = Sociology of Education
Topics = Cognitive Achievement; Catholic Schools; Public Schools; High School and Beyond
Comments = The author defends his refutation of the contention of Coleman, Hoffer and Kilgcre that Catholic school pupils have higher achievement than public school pupils.

******* Volume-ID = 1- 154 Book Reference **********
Authors = NORC.
Book = High School and Beyond Parent Questionnaire Codebook
Volume = Year = Aug 1981 Pages = 20p + Codebook and Appen.
City = Washington, D.C. Publisher = NCES (ED)
Topics = High School Students; Parents; Postsecondary Education; High School and Beyond
Comments = The Parent Survey of High School and Beyond (HS&B) is a study of the parents of a subsample of HS&B seniors and sophomores who participated in the Base Year survey. Information was obtained in the fall of 1980, and focus on the financing of postsecondary education. Data from the Parent File can be used with or without the student data.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 155 Book Reference *****************

Authors = NORC.
Book = High School and Beyond Language File Codebook
Volume = Year = nd Pages = 10p + Codebook and Appen.
City = Washington, D.C. Publisher = NCES (ED)
Topics = Languages; High School and Beyond
Comments = Data in the High School and Beyond (HS&B) Language File was collected from identification forms which accompanied the HS&B survey in the Base Year (1980). As part of the survey, students completed a separate identification booklet which was designed to facilitate the locating of students selected for future follow-up. At the end of the identification section, there was a series of questions designed to locate all students who had some exposure at home to a language other than English. For those students who did have special exposure there was a special series of questions about that language; these are the data in the Language File.

******* Volume-ID = 1- 156 Book Reference **********

Authors = NORC.
Book = Policy Issues and Research Design. Contractor Report
Volume = Year = Oct 1979 Pages = 456p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Educational Policy; Federal Government; Policy Formation; Postsecondary Education; Secondary Education; State Government; High School and Beyond; E-ED216669 HE015268
Comments = A study was undertaken of fed. and state secondary and higher ed. policy res. design that used a new approach. It systematically used the parties interested in policy development to identify the specific policies within their domain that are in current contention and also identify the arguments and claims on all sides of the policy in question. The report begins with a discussion of the research....The second section describes the results of a three-phase investigation into policy-making: [1) an extensive review of Cong. hearing begun in 1978; 2) interviews with Illinois legislators, legis. assts. and other state officials in state-level policy formation; 3) interviews in Wash., D.C. with national organiz. representatives, Cong. staff, and other fed. officials]. From these sources were drawn the structure of interests surrounding policies, the content of issues being contested, and information of interest to parties to the policy process. Three segments of ed. pol. are examined separately: sec. ed., postsec. noneduc. activs. and higher ed. Res. probs. and instru. design are discussed. A discussion follows of the pluralistic use of policy research, and data from a survey of the 1972 high school senior cohort (HS&B) are used to examine three policy questions.

******* Volume-ID = 1- 157 Book Reference **********

Authors = Olson,LA

Book = A Joint Venture: Parents and Students as Consumers of Higher Education. Ph.D. Thesis

Volume = Year = 1982 Pages =

City = Chicago Publisher = University of Chicago

Topics = Financial Aid; Higher Education; Parents; High School and Beyond; D-885158 0340-0330

Comments = ...Looking at the degree to which parents, along with their children, are able to act in accordance with the model of the ideal consumer with respect to higher education tells us something about how families gain access to higher educ. Using multivariate statistics to analyze data from the Parent Survey of HS&B we look at the consumer skills of parents. Overall, parents are not especially knowledgeable about the educ. expenses associated with a college educ. nor with the student finan. aid programs available to offset the total costs. The parent's level of knowledge is [primarily] associated with the parent's educ., having a child in college, and the grade level of the child....Use of information sources is more strongly correlated with knowledge of student financial aid than any background characteristic, suggesting that knowledge of financial aid programs is malleable. The application process itself may be a barrier to higher education....We show that not all joint consumers are equally able to act in accordance with the model of a knowledgeable, savvy consumer that the student financial aid programs presume. Precisely those families that must rely on financial aid may be unable to take advantage of student aid because they lack the private consumer skills.

******* Volume-ID = 1- 158 Journal Reference **********
Authors = Olszewski,P; Shryer,C
Article = A Report Card on American High Schools: Failure
Volume = Year = May 1984 Pages = 4p
Journal = Educational Quality
Topics = Course-taking Patterns; Graduation Standards; High School Sophomores; High School and Beyond
Comments = This article deals with six recent national reports on education (Nation at Risk; Educating Americans for the 21st Century; High School; Academic Preparation for College: What Students Need to Know and Be Able to Do; Making the Grade; Action for Excellence) and presents their recommendations about curriculum at the secondary level, specifically with regard to high school graduation standards. It also presents, using HS&B sophomore cohort Transcript Survey data, a national and state-level picture of students' performance in terms of graduation standards proposed by the National Commission on Excellence in Education (in Nation at Risk), and highlights selected states' proposed or mandated legislative responses to the reports' findings and recommendations.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 159 Book Reference **********

Authors = Owings,JA

Book = High School and Beyond Tabulation: Science Course Taking by 1980 High School Sophomores Who Graduated in 1982

Volume = Year = Apr 1984 Pages = 37p

City = Washington, D.C. Publisher = NCES (ED)

Topics = Course-taking Patterns; High School Sophomores; School Characteristics; Student Characteristics; High School and Beyond

Comments = Tables in this tabulation show percentages of 1980 high school sophomores (who graduated in 1982), by selected student and high school characteristics, 1) who did not take, had grades of D- to C+, or had grades of B- to A+ in a) science and b) biology; 2) who did not take, had grades of D- to C+, or had grades of B- to A+ in a) adv. biology and b) chemistry; 3) who did not take, had grades of D- to C+, or had grades of B- to A+ in a) physics and b) adv. chemistry; 4) who did not take, had grades of D- to C+, or had grades of B- to A+ in adv. physics; 5) who took the subsequent course after passing the previous science course; and 6) who took the subsequent course after earning As or Bs in the previous science course. The seventh table shows the percentage distribution of the number of science courses attempted and the average science grade point average for these same students by selected student and high school characteristics. All data displayed in this tabulation were derived from sophomore cohort responses to HS&B questionnaires in the base year (1980) and first follow-up (1982) merged with data from the students' high school transcripts.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 160 Book Reference **********

Authors = Owings,JA

Book = Patterns of Participation in Secondary Vocational Education--1978-1982. NCES Bulletin

Volume = Year = Aug 1984 Pages = 9p

City = Washington, D.C. Publisher = NCES (ED)

Topics = High School Sophomores; Student Characteristics; Vocational Education; High School and Beyond

Comments = This bulletin, using HS&B sophomore cohort base year (1980) and Transcript Survey data, examines patterns of participation in vocational education. It examines the data in terms of type of school (public versus private), geographic region, location (rural, urban, or suburban), and size. It also examines the data in terms of student characteristics (race/ethnicity, cognitive test performance, SES, high school program, and sex).

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 161 Book Reference **********

Authors = Owings,JA
Book = High School and Beyond Tabulation: Vocational Education Credits Earned by 1980 High School Sophomores Who Graduated in 1982
Volume = Year = July 1984 Pages = 24p
City = Washington, D.C. Publisher = NCES (ED)
Topics = High School Sophomores; Vocational Education; High School and Beyond
Comments = The tables in this tabulation show, for 1980 sophomores who graduated by fall 1982: 1) the mean number of Carnegie units earned in vocational education, by selected student characteristics; and 2) the percentages of 1980 high school sophomores who participated in vocational education, by selected student characteristics. Other tables show the mean number of Carnegie units earned in vocational education by 1980 high school sophomores, by graduation status as of fall 1982; and percentages of 1980 high school sophomores who participated in vocational education, by graduation status as of fall 1982. All data displayed in this tabulation were derived from student responses to High School and Beyond (HS&B) questionnaires from the Base Year (1980) and First Follow-Up (1982), merged with data from the students' high school transcripts.

******* Volume-ID = 1- 162 Book Reference **********

Authors = Owings,JA; Brown,GH
Book = How Well Do High School Graduates of Today Meet the Curriculum Standards of the National Commission on Excellence? NCES Bulletin
Volume = Year = Sept 1985 Pages = 8p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Course-taking Patterns; Graduation Standards; High School Sophomores; Nat. Com. on Excel. in Ed.; High School and Beyond
Comments = Using Transcript Study data along with HS&B base year (1980) and first follow-up (1982) sophomore cohort data, this analysis examines the extent to which 1982 high school graduates met the graduation standards recommended by the National Commission on Excellence in Education (NCEE). It was found that less than 2 percent of high school graduates met the full set of requirements recommended by the NCEE; less than 3 percent met the less stringent requirements recommended for the non-college-bound (i.e., with the foreign language requirement removed); less than 4 percent of the graduates who aspired to a 4-year college education (or more) met the full requirements; and fewer than one out of four aspirants to 4 years of college (or more) completed even weaker requirements (i.e., with the requirements for foreign language and computer science removed). The data were also analyzed separately for each recommended subject matter area to evaluate shortfalls in meeting specific requirements.

******* Volume-ID = 1- 163 Book Reference *****************
Authors = Owings,JA; Fetters,WB
Book = High School and Beyond Tabulation: Course Grades and Credits Earned by 1980 High School Sophomores Who Graduated in 1982
Volume = Year = June 1984 Pages = 31p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Carnegie Units Taken; High School Course Grades; High School Sophomores; High School and Beyond
Comments = This tabulation consists of two tables. The first table shows the percentage distribution of course grades by subject matter area and selected student characteristics and grade level for 1980 sophomores who graduated by fall 1982. The second table shows the mean number of Carnegie units earned by selected subject matter area and selected student characteristics for 1980 sophomores who graduated by fall 1982. All data in this tabulation were derived from sophomore cohort student responses to High School and Beyond (HS&B) Base Year (1980) and First Follow-Up (1982) questionnaires, merged with data from the students' high school transcripts.

******* Volume-ID = 1- 164 Book Reference **********

Autnors = Owings,JA; Fetters,WB
Book = High School and Beyond Tabulation: Teacher Views of Homework, Management Practices, and Discipline in American High Schools
Volume = Year = Mar 1985 Pages = 29p
City = Washington, D.C. Publisher = NCES (ED)
Topics = High School Students; Teacher Attitudes; High School and Beyond
Comments = Tables in this tabulation show, by selected school and teacher characteristics: 1) percentages of high school teachers who assigned specified amounts of homework per day, 2) changes in amount of daily homework assigned by high school teachers, 1981-1984, 3) percentages of high school teachers who had specified extents of control over determining amount of homework assigned, 4) mean percentages of homework assignments of which teachers kept records of accomplishments, 5) amount of control teachers feel they have in their classroom planning and teaching, 6) extent to which other school staff helped high school teachers improve their teaching or solve instructional problems, 7) number of times that teachers either visited other classrooms or were themselves visited by their supervisors, 8) teacher perceptions concerning selected high school discipline-related policies, and 9) teacher perceptions concerning high school disciplinary problems and changes in disciplinary climate since 1980-81. All estimates in this tabulation were derived from the High School and Beyond data as augmented by data from the Consortium for Effective Schools' Teacher Questionnaire.

******* Volume-ID = 1- 165 Journal Reference **********
Authors = Page,EB
Article = The Media, Technical Analysis, and the Data Feast: A Response to Coleman
Volume = v10 n7 Year = Ag-Sep 81 Pages = 21-23
Journal = Educational Researcher
Topics = Academic Achievement; Private Schools; Public Schools; Research Methodology; School Desegregation; High School and Beyond; E-EJ253136 UD508720
Comments = A continuation of the discussion of the appropriateness of the original technical analysis of the data in the High School and Beyond study.

******* Volume-ID = 1- 166 Journal Reference **********
Authors = Page,EB; Keith,TZ
Article = Effects of U.S. Private Schools: A Technical Analysis of Two Recent Claims
Volume = v10 n7 Year = Ag-Sep 81 Pages = 7-17
Journal = Educational Researcher
Topics = Academic Achievement; Multivariate Analysis; Private Schools; Public Schools; School Desegregation; High School and Beyond; E-EJ253134 UD508718
Comments = Authors reanalyze the data of the High School and Beyond research study and question its conclusions that private schools produce greater cognitive outcomes and are more racially desegregated than public schools.

******* Volume-ID = 1- 167 Book Reference **********

Authors = Pelavin,SH; Reisner,ER
Book = An Analysis of the National Availability of Mathematics and Science Teachers
Volume = Year = nd Pages = 31p
City = Washington, D.C. Publisher = Ed. Anal. C. for Ed. Qual. & Eq.
Topics = Mathematics Teachers; Science Teachers
Comments = This paper presents an estimation of the current annual shortages of mathematics and science teachers and an assessment of how current shortages are likely to change in the near future. Although now fairly small, these shortages are expected to grow rapidly as states and local school systems increase the amount of mathematics and science coursework required for high school graduation. The findings are described using data that have been collected, for the most part, to reflect overall national conditions, and the analysis is cast in terms of the annual shortage of teachers in these two subject areas.

******* Volume-ID = 1- 168 Book Reference **********

Authors = Peng,SS
Book = Changes in Access to Postsecondary Education: 1972-1980
Volume = Year = Apr 1983 Pages = 18p
City = Montreal, Canada Publisher = Paper, Amer. Ed. Research Assoc.
Topics = High School Seniors; Postsecondary Education; Student Characteristics; High School and Beyond; NLS-72
Comments = This preliminary report, using NLS-72 and HS&B senior cohort data, presents cross-study comparisons for the high school classes of 1972 and 1980. Several trends were revealed: 1) Entry rates for women increased while those for men decreased, and in 1980 women had a higher college entry rate than men. 2) Overall, whites had the highest four-year college entry rate; however, when academic preparedness was controlled, blacks continued to have a higher four-year college entry rate than did Hispanics or whites at each level of academic preparedness. 3) The low and the middle SES groups showed increases in their college entry rates although the differences among SES groups were still substantial at each academic preparedness level. The comparisons also revealed 1) that Hispanics had a lower college entry rate in 1980 than in 1972, and 2) that men of high academic preparedness in the high SES group showed a substantial decrease in their four-year and two-year college entry rates. In addition to the findings of increases in the four-year college entry rates among the low and middle SES groups and among blacks, the data indicate progress in achieving equal opportunity among SES, sex, and race/ethnic groups with regard to entry into higher education.

******* Volume-ID = 1- 169 Book Reference **********

Authors = Peng,SS

Book = Hispanic Students in American High Schools: Background Characteristics and Achievement. National Center for Education Statistics Bulletin

Volume = Year = July 1982 Pages = 14p

City = Washington, D.C. Publisher = NCES (ED)

Topics = Academic Achievement; Academic Aspiration; High School Students; Hispanic Americans; Language Usage; High School and Beyond; Hispanic Amer. Achievemt.; E-ED220259 RC013570

Comments = Based on data from HS&B, this report summarizes some of the study's findings on the differences between Hispanics and non-Hispanic blacks and whites in school delay, aspirations, test scores, language usage, and socioeconomic status. Tabular data indicate that: Cubans and other Latin Americans had higher incomes than non-Hispanic blacks, Puerto Ricans and Mexican Americans; over 56% Puerto Rican and 50% Mexican American seniors and 52% Mexican American and 45% Puerto Rican sophomores reported their fathers had not finished high school; Spanish was the dominant or sole household language for 17% other Latin American, 40% Cuban, 32% Mexican American, and 48% Puerto Rican seniors and for 61% Cuban, 55% Puerto Rican, and about 14% other Latin American sophomores; Hispanics, except Cubans, had lower educational apirations than non-Hispanic blacks or whites; average scores on mathematics, reading, and vocabulary tests were lower for Hispanic subgroups than for non-Hispanic whites; proficiency in English and in Spanish and family socioeconomic status were positively related to mathematics and reading scores, while frequency of Spanish language usage was negatively related to these scores. Data reliability is discussed.

******* Volume-ID = 1- 170 Book Reference **********

Authors = Peng,SS
Book = Discipline, Order and Student Behavior in American High Schools. NCES Bulletin
Volume = Year = May 1982 Pages = 3p
City = Washington, D.C. Publisher = NCES (ED)
Topics = High School Discipline; Student Behavior; High School and Beyond
Comments = This bulletin summarizes information from a report published by the U.S. Department of Education and also entitled "Discipline, Order and Student Behavior in American High Schools." This bulletin, and the report on which it is based, are derived from data collected in the High School and Beyond (HS&B) survey. The report provides a view of student misconduct as perceived by both administrators and students and shows that, while student misconduct is a major problem, most students conform to school rules and many schools have orderly environments. As reported by school administrators, the most prevalent problems were absenteeism, drug and alcohol abuse, and class-cutting. Rape and weapons possession were reported to occur the least often.

******* Volume-ID = 1- 171 Book Reference **********

Authors = Peng,SS
Book = Gainful Employment Among High School Youth. NCES Bulletin
Volume = Year = Sept 1981 Pages = 5p
City = Washington, D.C. Publisher = NCES (ED)
Topics = High School Employment; High School and Beyond
Comments = This bulletin summarizes the major findings of a report published by NCES, Youth Employment during High School, by Noah Lewin-Epstein.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 172 Book Reference **********

Authors = Peng,SS; et al.
Book = High School and Beyond: A National Longitudinal Study for the 1980s. A Capsule Description of High School Students
Volume = Year = Apr 1981 Pages = 66p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Academic Achievement; High School Students; Student Behavior; Student Characteristics; Student Educ. Objectives; Student Needs; High School and Beyond; E-ED204637 CE029651
Comments = This report of the High School and Beyond (HS&B) study (a national longitudinal study of over 30,000 sophomores and 28,000 seniors enrolled in 1,015 public and private schools) contains nine graphs and 28 tables summarizing data on students' high school experiences, activities outside school, values and attitudes, plans for college, and plans of high school seniors. Specific areas covered include curriculum placement, mathematics and science courses taken, grades and homework, participation in federally funded programs, basic remedial skills instruction, vocational training, proper school behavior, minimum competency tests, working for pay, organized group activities, leisure activities, life goals, factors in occupational choice, national service, short- and long-range plans, criteria for choosing a college, plans to use financial aid, type of college chosen, and expected field of study. (Survey data sources and data files, student classification variables, and a discussion of limitations on the use of data are appended.)

******* Volume-ID = 1- 173 Book Reference **********

Authors = Peng,SS; et al.
Book = Effective High Schools: What Are Their Attributes?
Volume = Year = Aug 1982 Pages = 30p
City = Washington, D.C. Publisher = Paper, Am. Psychological Assoc.
Topics = High Schools; Institutional Characteris.;
Predictor Variables; School Effectiveness;
High School and Beyond; E-ED227583 EA015506
Comments = The primary purpose of this study was to identify school attributes that are associated with cognitive achievement and other selected student behaviors. The data were drawn from the base year survey of High School and Beyond....More than 30,000 sophomores and 28,000 seniors in 1,015 high schools across the country were administered questionnaires and tests in spring 1980, and school administrators also completed questionnaires. Data from all these sources were used in the present study. Using schools as the unit of analysis and sophomore data as proxy measures of seniors' entry behaviors, the analysis revealed that the number of science and mathematics courses offered, the percentage of students in academic programs, and the number of discipline rules enforced in school are positively and significantly related to student test scores. This seems to suggest that schools that have orderly environments and offer an adequate academic curriculum produce higher achieving and better behaved students. One noteworthy finding is that private schools are not necessarily better than public schools with respect to cognitive outcomes when other school characteristics and student backgrounds have been taken into account.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 174 Book Reference **********

Authors = Peng,SS; Owings,JA; Fetters,WB
Book = School Experiences and Performance of Asian American High School Students
Volume = Year = Apr 1984 Pages = 21p + Tables
City = Washington, D.C. Publisher = NCES (ED)
Topics = Academic Performance; Asian-American Students; Cognitive Achievement; High School Sophomores; Minority Students; School Experiences; High School and Beyond
Comments = This study, using HS&B sophomore cohort base year (1980), first follow-up (1982), and transcript study data, examined high school experiences and performance of Asian American students. It found, based on cognitive test scores, that these students performed fairly well in school, particularly in mathematics and science. They were also found to differ from other students in a number of aspects of their school experience: They were more likely to enroll in academic (college preparatory) programs; they took more courses in foreign languages, high-level mathematics, and science; they generally spent more time on homework and less time working for pay; they were less likely to be absent from school; and they had higher educational aspirations. Results suggest that school experiences are more critical than racial/ethnic and family background factors in determining student achievement.

******* Volume-ID = 1- 175 Book Reference **********

Authors = Peng,SS; Owings,JA; Fetters,WB
Book = Education Attracts Fewer Academically High Achieving Young Women. NCES Bulletin
Volume = Year = Dec 1982 Pages = 9p
City = Washington, D.C. Publisher = NCES (ED)
Topics = High School Seniors; Education Majors; High School and Beyond; NLS-72
Comments = Using data on high school seniors from both High School and Beyond (HS&B) and the National Longitudinal Study of the High School Class of 1972 (NLS-72), this bulletin reports that both the number and the academic standing of high school seniors planning to major in education were lower in 1980 than in 1972. Academic records of women who planned to major in education were lower compared to their 1980 classmates who planned to major in other fields, and to their 1972 counterparts.

******* Volume-ID = 1- 176 Book Reference **********

Authors = Peng,SS; Owings,JA; Fetters,WB
Book = More Coursework in the New Basics Is Needed to Meet Standards of National Commission on Excellence in Education. NCES Bulletin
Volume = Year = Feb 1984 Pages = 10p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Course-taking Patterns; Graduation Standards; High School Sophomores; Nat. Com. on Excel. in Ed.; Student Characteristics; High School and Beyond
Comments = An analysis of transcripts of 1982 high school graduates, using data from the HS&B Transcript Survey, substantiated the concern of the National Commission on Excellence in Education (NCEE) about the insufficient coursework in the new basics: English, mathematics, science, social studies and computer science. Only in English and social studies did a majority of 1982 high school graduates meet the standards recommended by NCEE; in mathematics, science, computer science and foreign language, less than 50 percent of the graduates met each of the individual standards. Furthermore, of the more than five credits earned each year, average credits in the new basics ranged from 3.6 units in the ninth grade to 2.6 units in the twelfth grade. An analysis of who earned how many credits in the new basics revealed substantial differences among subgroups defined by race/ethnicity, SES, high school program, type of school attended, and geographical region. The analysis has three parts: 1) an examination of the distribution of courses taken in the new basics, 2) a description of the number of credits earned by grade level, and 3) a comparison of credits earned among students with different backgrounds.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 177 Book Reference **********

Authors = Peng,SS; Owings,JA; Fetters,WB

Book = Science and Mathematics Education in American High Schools: Results from the High School and Beyond Study. National Center for Education Statistics Bulletin

Volume = Year = May 1984 Pages = 25p

City = Washington, D.C. Publisher = NCES (ED)

Topics = Academic Records; Courses; Secondary School Math.; Secondary School Science; High School and Beyond; E-ED249259 TM840602

Comments = Over 12,000 transcripts from a sample of 1982 high school graduates were collected and analyzed as part of the High School and Beyond Study. The analysis produced four statistics: the average number of years that students took courses in science and mathematics; the percentages of students who had taken three or more years each of science and mathematics; the percentages of students who had earned credit in specific science and mathematics courses; and student attitudes toward mathematics. All statistics were computed for the total sample of 1982 high school graduates and for subgroups defined by sex, race/ethnicity, high school program, socioeconomic status, school type, educational aspiration, and geographic region. Major findings are summarized and discussed in the text while detailed statistics for subgroups are presented in the appendix.

******* Volume-ID = 1- 178 Book Reference **********

Authors = Peng,SS; Takai,RT
Book = High School Dropouts: Descriptive Information from High School and Beyond. National Center for Education Statistics Bulletin
Volume = Year = Nov 1983 Pages = 10p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Dropout Attitudes; Dropout Characteristics; Dropout Rate; Dropouts; High School Students; Influences; High School and Beyond; E-ED236366 CE037419
Comments = A study was conducted to provide descriptive information about dropout rates by various subgroups, their reported reasons for dropping out, and some activities after leaving school as part of the longitudinal study, High School and Beyond....Dropouts were identified and asked to complete a questionnaire inquiring about their reasons for dropping out, their plans, and their activities after leaving school. Some of the findings were the following: (1) about 14 percent of high school sophomores of 1980 left school during or after their sophomore year before completing requirements for graduation; (2) by the spring of 1982, many of these dropouts (more than 27 percent) were unemployed or dissatisfied with their work and were looking for work; (3) the majority of those who worked full-or part-time were engaged in low-skilled jobs; (4) most of the dropouts regretted their decision to leave school prematurely; (5) reasons for dropping out included dislike of or expulsion from school, desire to work full-time, or plans to get married, and (6) students from lower socioeconomic backgrounds. The survey authors surmised that knowledge of these findings may help school administrators to devise plans to curtail dropping out.

******* Volume-ID = 1- 179 Book Reference *****************

Authors = Peterson,SL

Book = An Analysis of United States High School Seniors' Extracurricular Participation as Predicted by Self-Concept, Socioeconomic Status, Sex, Race, and Time Spent at Work. Ph.D. Thesis

Volume = Year = 1984 Pages = 244p

City = Akron, Ohio Publisher = University of Akron

Topics = Extracurricular Activities; High School Seniors; High School and Beyond; D-834670 8533-8003

Comments = The purpose of this study was to determine, using HS&B Base Year sr. cohort data, if there was a sig. rel. between student activity participation and the variables of self-concept, sex, SES, and hours spent at work. The research...explored five levels of stud. activity partic.: as a leader two or more times, as a leader or member, as a member two or more times, as a member one or more times, and as a null participant. The variables of self-concept, sex, SES, and hours spent at work were treated as indep. variables used in determining those which sig. differentiate in predicting partic. levels, either independently or through interaction with self-concept....Of the 50 hypotheses tested, 28 were found to be stat. sig. after correction for mult. comparisons. The results indicated that self-concept was sig. related to all five student activ. partic. categories. Sig. interactions revealed low self-concept students participated in greater proportions than high self-concept students. Sex was found to be predictive of four of the five categories of partic., especially that of membership two or more times. Race was a significant predictor of the category "membership two or more times" only, and hours spent at work was not found to be a sig. predictor of student activity participation.

******* Volume-ID = 1- 180 Book Reference **********

Authors = Rasp,A,Jr.
Book = Interviewing to Augment Large Scale Survey Data: The Washington High School and Beyond Story. Research on Evaluation Program. Paper and Report Series No. 71
Volume = Year = Mar 1982 Pages = 21p
City = Portland, Oregon Publisher = Northwest Regional Educ. Lab.
Topics = Data Collection; High Schools; Interviews; State Surveys; High School and Beyond; Washington; E-ED223706 TM820853
Comments = High School and Beyond is a national longitudinal study of the 1980 classes of high school sophomores and seniors. It is part of a larger program of national longitudinal surveys commenced in 1972 by the National Center for Education Statistics. The state of Washington participated directly in the study by expanding the number of schools selected (n=50) for the national study to create valid state samples. Washington elected to survey the schools using National Opinion Research Center (NORC) materials and procedures but with state personnel and resources. To assure the validity of comparisons with the national results, NORC provided the data processing of the completed instruments. Because Washington was the only state to select this approach, the Washington High School and Beyond Study illustrates a unique example of a state's adaptation of a large-scale national survey activity. The report describes the background of the study, the focus on school-level data, the development of interviewing skills, the growing interest in the High School and Beyond data, the procedures used, concerns and problems encountered, and the benefits of interviewing as a follow-up technique.

******* Volume-ID = 1- 181 Journal Reference **********
Authors = Ravitch,D
Article = What Makes a Good School?
Volume = v19 n2 Year = Ja-Fb 82 Pages = 10-11
Journal = Society
Topics = Private Schools; Public Schools;
High School and Beyond; S-0138569 83N3108
Comments = In "What Makes a Good School?", Ravitch (Columbia University) criticizes the media reporting of the study by Coleman, Kilgore and Hoffer ("Public and Private Schools"); it is suggested that a misinformed press gave a false impression of their findings by implying that public schools were not as good as private schools. One of three articles examining the Coleman-Kilgore-Hoffer report.

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******* Volume-ID = 1- 182 Journal Reference **********
Authors = Ravitch,D
Article = The Meaning of the New Coleman Report
Volume = v62 n10 Year = June 1981 Pages = 718-720
Journal = Phi Delta Kappan
Topics = Academic Achievement; Educational Policy;
Private Schools; Public Schools;
High School and Beyond; E-EJ245760 EA514330
Comments = The most important finding of the new Coleman report is that, after family background is taken into account, there remains significant variation in student achievement, which can be related to differing educational policies.

******* Volume-ID = 1- 183 Book Reference **********

Authors = Research Triangle Inst.
Book = National Longitudinal Study of the High School Class of 1972: A Capsule Description of First Followup Survey Data
Volume = Year = 1976 Pages = 47p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Employment; High School Graduates; Longitudinal Studies; National Surveys; Postsecondary Education; NLS-72; E-ED120251 TM005213
Comments = As part of NLS-72, this report summarizes some descriptive information about participation in postsecondary education and participation in jobs since leaving high school based on the analysis of responses to the First Follow-Up Questionnaire. Its purpose is only to highlight and release some of the preliminary findings. Statistics of the responses were weighted to provide total population values. These weighted values were tabulated for different subgroups classified by sex, race, socioeconomic status, ability, type of high school program, and region; and some two-way cross-tabulations of sex and race with each of the other variables. Specifications of these classification variables are appended. Some basic statistics related to postsecondary education as seen in the fall and winter of 1973-74 were: 56 percent of the total sample were currently enrolled, 63 percent had already received some kind of postsecondary education, 74 percent expected to further their education or training beyond high school, and 15 percent expected to receive advanced degrees eventually. Basic facts about job opportunities were: in October 1973, 65 percent of the total sample were employed in full-or part-time jobs, and among those not holding jobs, one out of five was looking for work.

******* Volume-ID = 1- 184 Journal Reference **********
Authors = Roberson,SD; et al.
Article = Now Who Aspires to Teach?
Volume = v12 n6 Year = Ju-Jl 83 Pages = 13-21
Journal = Educational Researcher
Topics = Career Choice; Occupational Aspirations;
Predictor Variables; Student Attitudes;
Teaching (Occupation); High School and Beyond;
E-EJ283470 UD510043
Comments = Among high school seniors, (1) most of those who aspired to teach were White females; (2) teacher aspirants were less concerned with earning good incomes than those who chose other professions; (3) job security was not an important motivation for entering teaching; and (4) teacher aspirants were intellectually less able than their classmates.

******* Volume-ID = 1- 185 Book Reference **********

Authors = Robertshaw,DW
Book = Sex and Ethnic Differences in Aptitude Indicator Measurement Models. Ph.D. Thesis
Volume = Year = 1982 Pages = 119p
City = Blacksburg, Virginia Publisher = Virginia Poly Inst. and State U.
Topics = Cognitive Achievement; High School Seniors; Hispanic Students; High School and Beyond; D-803083 0288-0247
Comments = Measurement error in construct indicators is known to bias structural model regression coefficients, and differences in regression coefficients when two groups are measured with differential error. The validity and reliability of six aptitude tests administered to the HS&B senior cohort were investigated for white, black and Mexican-American males and females. The tests were found to be valid measures of the same constructs across groups, but test reliability coefficients were found to differ between males and females, between whites and blacks, and between whites and Mexican-Americans. For unspeeded tests, reliability coefficients were consistently lower for females than males, and lower for blacks and Mexican-Americans than for whites. The effect of different test reliabilities on structural model regression coefficients, and differences in coefficients when two groups are compared, was assessed. The coefficient of determination (R) was attenuated to a greater extent and regression of coefficients were more biased for blacks and Mexican-Americans than for whites. Coefficient differences were modestly biased when two groups with different test reliabilities were compared....

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 186 Book Reference *****************

Authors = Rock,DA; Ekstrom,RB; Goertz,ME; Pollack,JM
Book = Determinants of Achievement Gain in High School. Briefing Paper
Volume = Year = Mar 1985 Pages = 9p
City = Princeton, N.J. Publisher = Educational Testing Service
Topics = Educational Outcomes; High School Dropouts; High School Sophomores; Student Achievement; High School and Beyond
Comments = This paper is based on data from the High School and Beyond (HS&B) Base Year and First Follow-Up surveys. Because of its size and scope, this data base provides a resource for a more systematic examination of American secondary education than has previously been possible. This paper is divided into four sections. The first describes the background characteristics of high school sophomores and their families and identifies those factors that characterized students who dropped out between their sophomore and senior year. The second documents changes in school-related and out-of-school behaviors, aspirations, attitudes and values, and tested achievement of students between their sophomore and senior year in high school and changes in students who dropped out of school. The third identifies those home and school processes and student characteristics and behaviors that were related to test score change, and the last section discusses the policy implications of those relationships.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 187 Book Reference **********

Authors = Rockwell,TA

Book = The Relationship of Maternal Employment to Academic Achievement among High School Sophomores and Seniors. Ed.D. Thesis

Volume = Year = 1983 Pages = 249p

City = Akron, Ohio Publisher = University of Akron

Topics = Academic Performance; Cognitive Achievement; High School Students; Maternal Employment; High School and Beyond; D-803445 0515-0003

Comments = ...[T]his study examined the relationship between maternal employment and academic achievement of high school sophomores and seniors, using HS&B Base Year data. The research correlated standardized reading scores, an indicator of achievement, with seven categories of maternal employment. Also incorporated in this study were several related variables including ability, SES, sex, race, mother's educational level, and the amount of time a child was read to before starting school. Hypotheses tested the maternal employment-achievement relationship beyond the effects which could be attributed to the related variables....Results of this study found that...maternal employment was a predictor of student achievement scores only when the employment occurred while the child was in high school or before entering school. A significant relationship, in a positive direction, was identified between maternal employment and achievement for those students whose mothers worked while they were in high school....it was negatively significant for those pupils whose mothers worked before they started school....In general, maternal employment, regardless of when it occurs, is predictive of only a small part of the variance associated with achievement.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 188 Journal Reference **********
Authors = Rogers,J
Article = Oranges Plus Apples, Dr. Coleman, Give You Oranges Plus Apples
Volume = v67n465 Year = Oct 1983 Pages = 107-109
Journal = NASSP Bulletin
Topics = Catholic Schools; Institutional Characteris.;
Public Schools; School Effectiveness;
High School and Beyond; E-EJ288131 EA516799
Comments = Holds that, in concentrating on the statistical differences, James Coleman in "Public and Private Schools" ignores the distinct circumstances of the two sectors of education as well as their differing student populations' economic and educational backgrounds.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 189 Book Reference *****************

Authors = Rosenfeld,RA; Peng,SS
Book = Postsecondary Education Plans and Choices: Review of the Literature and Design for Analysis of the Parents Data
Volume = Year = Apr 1980 Pages = 176p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Data Analysis; Decision Making; Parent Attitudes; Parent Finan. Contribution; Student Attitudes; Student Educ. Objectives; High School and Beyond; E-ED233255 CG016832
Comments = This literature review of factors affecting the postsecondary decision-making process, with special emphasis on parents' and students' attitudes and characteristics, focuses, in the first section, on research on these topics: (1) student and family characteristics (ability, expectations, motivation, race and sex, family background including genetic influences, values and role models, and family income); (2) school and community characteristics (teachers' encouragement, counseling, peer networks, quality and climate of school, and curriculum placement); (3) alternatives available after high school (noncollege alternatives such as employment, military service or marriage, postsecondary educational alternatives, and influencing factors such as proximity and cost); and (4) knowledge of alternatives. Part II of the book discusses the development of the parents' section of the High School and Beyond questionnaire, which was designed to gather detailed parental financial information and attitudinal data....The major sections of the survey report present a conceptual design based on the results of the review in part I, and focus on four ways in which survey data might be analyzed.

******* Volume-ID = 1- 190 Journal Reference **********
Authors = Rossi,PH; Wright,JD
Article = Best Schools--Better Discipline or Better Students? A Review of "High School Achievement"
Volume = v91 n1 Year = Nov 1982 Pages = 79-81
Journal = American Journal of Education
Topics = Academic Achievement; Catholic Schools; High School Students; Research Problems; High School and Beyond; E-EJ281528 PS511900
Comments = Outlines some methodological problems inherent in the study of Coleman, Hoffer, and Kilgore (1982) on achievement in public, Catholic, and private high schools.

******* Volume-ID = 1- 191 Book Reference *****************
Authors = Rutter,RA; Newmann,FM; Smith,MS; Purkey,SC
Book = Codebook: Community Service Data Set, High School and Beyond Supplemental Survey
Volume = Year = Sept 1984 Pages = 42p
City = Madison, Wisconsin Publisher = Wis. Center for Educ. Research
Topics = Community Service Programs; High School and Beyond
Comments = In recent years, many high schools have implemented programs of community service as a course, club activity, or graduation requirement in which students volunteer to work at community service agencies either during or after school hours. This data set attempts to document the extent of such programs in the United States and to describe the students they serve and other program characteristics. The data were collected in the spring of 1984 from those members of a subsample of the original High School and Beyond sample of schools which were identified as having community service programs.

******* Volume-ID = 1- 192 Book Reference **********

Authors = Sahai,H

Book = Geographic and Demographic Distribution of Aptitude Scores of the 1980 High School Seniors. An Analysis of High School and Beyond Survey

Volume = Year = Jan 84 Pages = 73p

City = Fort Sheridan, Ill. Publisher = Army Recruiting Command

Topics = Aptitude Tests; Army; Scoring; High School and Beyond; NTISDODXA; N-1064525 AD-A141 129/7

Comments = This report represents a research effort to update the knowledge of the current AFQT distribution of high school seniors. Subpopulation analyses were performed to reveal the differences in the aptitude scores by age, sex, race/ethnicity, socioeconomic status, and geographic region (Army recruiting brigade and battalion). Males, on the average, scored higher than females. The average score for the white group exceeded those of two minority groups by a considerable margin. Hispanics scored, on the average, higher than blacks. Average scores increased with an increase in the level of the mother's education or socioeconomic status. Average scores were highest in the 1st Brigade (Northeast), followed by the 4th Brigade (Midwest) and 6th Brigade (Western), and lowest in the 2d Brigade (Southeast) and 5th Brigade (Southwest).

******* Volume-ID = 1- 193 Journal Reference **********
Authors = Salganik,LH; Karweit,N
Article = Voluntarism and Governance in Education
Volume = v55 n2 Year = Ap-Jul 82 Pages = 152-161
Journal = Sociology of Education
Topics = Compulsory Education; Government Role;
Private Schools; Public Schools;
High School and Beyond; E-EJ263751 80509999
Comments = The fundamental characteristics of private and public education--voluntarism and government control--are described and related to authority, consensus, and commitment in schools. The paper argues that public schools rely on legal/rational authority and private schools on value consensus and traditional authority.

******* Volume-ID = 1- 194 Book Reference **********

Authors = Sanders,DW

Book = Geographic Mobility: A Study of Its Relationship to Self-Concept and Locus of Control (Adolescent, High School and Beyond). Ph.D. Thesis

Volume = Year = 1984 Pages =

City = Akron, Ohio Publisher = The University of Akron

Topics = Geographic Mobility; High School Sophomores; Locus of Control; Self-Concept; High School and Beyond; D-848856 0525-0003

Comments = The purpose of the study was to determine if there was a sig. rel. between geographic mobility and 1) self-concept, 2) expectancy to graduate from h.s., and 3) perceived locus of control of h.s. sophomores as moderated by the effects of SES, status, sex, race, and the marital status of the parents. The empirical base consisted of sophomore student data from the HS&B Base Year (1980) survey. All hypoth. were tested utilizing mult. linear regression at the .05 alpha level. The F test was applied to test the sig. of the hypotheses. The Scheffe correction for mult. comparisons was employed to adjust the level of sig. Because of the large data base, effect size was calculated to aid in interp. of the data for practical sig. A small effect size of .02 was established for the study. Of the 114 hypotheses tested, 39 were found to be stat. sig. after correction for multiple comparisons. However, only 10 hypotheses were found to have an effect size larger than the .02 small effect size set for the study. The results indicated that one could not interpret the main effects of the relationship between mobility and self-concept or mobility and locus of control. Rather, mobility was found to interact with race, SES and parental marital status in predicting self-concept and locus of control.

******* Volume-ID = 1- 195 Book Reference **********

Authors = Schwartz,JB
Book = Wealth, Neutrality and Public Subsidies to Higher Education. Ph.D. Thesis
Volume = Year = 1982 Pages = 181p
City = Chapel Hill, N.C. Publisher = University of North Carolina
Topics = College Attendance; Financial Aid; High School Students; Postsecondary Education; High School and Beyond; D-798023 0508-0153
Comments = Pub. policy has been directed toward increasing equal opportunity of access to higher educ. for the last two decades, yet there has been little systematic investigation of the effects of student finan. aid on the college attendance decision. Wealth neutrality is defined as an equal probability of college attendance across household income groups, while controlling for family and student attributes, and the effectiveness of four types of student finan. aid is examined relative to this equity criterion....The empirical test of the effect of student finan. aid on the degree of wealth neutrality of college attendance is based on the 1980 HS&B data base and the 1980 Current Population Survey census data....The results show that wealth neutrality was not obtained by the 1980 sr. class cohort. Individuals from higher income households were found to have a statistically sig. higher probability of attending college than individuals from lower income households, while controlling for other variables including student finan. aid. Of the 4 financial aid categories, public grants were found to have a statistically sig. and positive effect on col. attend. and support a movement toward wealth neutrality by increasing the probability of college attendance by individuals from lower income households.

******* Volume-ID = 1- 196 Book Reference **********

Authors = Sebring,PA
Book = Course Taking and Achievement: Findings and Implications for Curricular Policy
Volume = Year = Apr 1984 Pages = 31p
City = New Orleans Publisher = Paper, Amer. Ed. Research Assoc.
Topics = Academic Achievement; Curriculum Design; High School Students; Time on Task; High School and Beyond; E-ED245414 EA016972
Comments = To investigate how the number of years students spend studying academic subjects affects their achievement, this study compiled data from a nationwide longitudinal study of 58,000 high school students begun in 1980, and from 1982 College Board testing files. Years of instruction in seven subject areas were related, using statewide averages, to verbal and mathematics achievement test scores. Populations compared were students in academic, general, and vocational tracks, in New York, Pennsylvania, Ohio, Illinois, California, and Washington, and those taking and not taking college admission tests. It was found that (1) New York and Pennsylvania students received more academic instruction than those in the other states; (2) the pattern of test scores related inconsistently to that of course taking; (3) among SAT takers that completed any of three achievement tests, New York students registered both the most courses and the highest aptitude and achievement scores; (4) verbal and math aptitude scores and course taking all related similarly to achievement scores in New York and California; and (5) course offerings and requirements and tracking policies strongly affect students' exposure to course content.

******* Volume-ID = 1- 197 Book Reference **********

Authors = Sewall,KS
Book = Perceptions of Self-Identified Handicapped and Non-Handicapped High School Seniors toward Counseling. Ed.D. Thesis
Volume = Year = 1983 Pages = 165p
City = Blacksburg, Va. Publisher = Virginia Poly Inst. and State U.
Topics = Handicapped Students; High School Counselors; High School Seniors; High School and Beyond; D-848554 0519-0247
Comments = This investigation focused on self-identified handicapped and non-handicapped high school seniors' perception of three areas of counseling: (1) continuing education, (2) finding employment, and (3) influencing post-high school plans. The research method utilized a secondary analysis of data contained in the data set High School and Beyond (1980). The sample consisted of 411 self-identified handicapped high school senior students from public secondary schools who had participated in a special program for physically or educationally handicapped high school students within the school. An equal number of non-handicapped high school senior students were randomly selected for the comparison group. Non-parametric statistical tests, Mann-Whitney U Test and Kruskall-Wallis 1-Way ANOVA, were used to analyze six hypothesis. Of six null hypotheses, four were accepted and two were rejected. Rejection of the two null hypotheses led to the following conclusions. The handicapped group perceived counselors as influencing their post-high school plans more than the non-handicapped group. Also, the handicapped group perceived differences in counselor influences based on their primary handicapping condition.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 198 Book Reference **********

Authors = Shepard,L; et al.
Book = Accounting for Statistical Artifacts in Item Bias Research
Volume = Year = Apr 1983 Pages = 59p
City = Montreal, Quebec Publisher = Paper, Am. Educ. Research Assoc.
Topics = Latent Trait Theory; Racial Bias; Statistical Bias; Test Bias; Test Validity; High School and Beyond; E-ED233085 TM830581
Comments = Theoretically preferred item response theory (IRT) bias detection procedures were applied to both a mathematics achievement and vocabulary test. The data were from black seniors and white seniors on the HS&B data files. We wished to account for statistical artifacts by conducting cross-validation or replication studies. Therefore, each analysis was repeated on randomly equivalent samples of blacks and whites (n's=1500). Furthermore, to establish a baseline for judging bias indices that might be attributable only to sampling fluctuations, bias analyses were conducted comparing randomly selected groups of whites....The validity and sensitivity of the IRT bias indices were supported by several findings. The pattern of between study correlations showed high consistency for parallel ethnic analyses where bias was plausibly present. Also, the indices met the discriminant validity test. Overall the sums-of-squares statistics (weighted by the inverse of the variance errors) were judged to be the best indices for quantifying item characteristic curve differences between groups.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 199 Journal Reference **********

Authors = Smith,DH
Article = Finding Beacons of Success
Volume = v63 n3 Year = Nov 1981 Pages = 168
Journal = Phi Delta Kappan
Topics = Minority Group Children; Private Schools;
Public Schools; Equity (Education);
High School and Beyond; E-EJ255026 EA514732
Comments = Argues that James Coleman's findings from his recent study are misleading because Coleman measures equality of opportunity in terms of percentages of black and white students and ignores inequalities in treatment, policy, and curriculum. Urges minority leaders to establish schools to serve as beacons to public schools that are failing.

******* Volume-ID = 1- 200 Book Reference **********

Authors = Smith,MF
Book = A Comparison of Post-Secondary Educational Plans of Black and White High School Students in 1972 and 1980. Ph.D. Thesis
Volume = Year = 1982 Pages = 192p
City = Tucson, Arizona Publisher = University of Arizona
Topics = Black Students; Postsecondary Education; High School and Beyond; NLS-72; D-784361 0745-0889
Comments = The educational plans of black h.s. srs. over the past decade were examined and compared to the plans of white students by analyzing selected Base Year data from NLS-72 and HS&B....Expectations to participate in postsecondary education were essentially the same for all black and white srs. between 1972 and 1980 though black expectations were greater. Among whites, women exceeded men in 1980. When levels of educ. expectation were examined, sig. diffs. were apparent for both races. Large declines occurred in the 4-year col. category though they were partially offset by increases in the grad. school category. Small increases also occurred among both blacks and whites in the com. col. category. No clear trends were seen in the voc. school category....Immediate plans for 2- or 4-year col. attend. changed sig. for both blacks and whites with more students indicating 4-year preference in 1980. Overall, more blacks than whites planned 4-year attendance in both survey years and the largest diffs. between races were found on the low- and middle-aptitude levels. Preferences for planned field of study also changed for both blacks and whites between survey years.

******* Volume-ID = 1- 201 Book Reference *****************
Authors = Smith,WE
Book = Factors Related to the Performance of Two-Year College Transfer Students. AIR Forum 1982 Paper
Volume = Year = May 1982 Pages = 25p
City = Denver Publisher = Paper, Assoc. for Instit. Res.
Topics = Academic Aptitude; Black Students; College Bound Students; College Choice; White Students; High School and Beyond; NLS-72; E-ED220052 HE015411
Comments = The postsecondary educational plans of black and white high school seniors in the class of 1972 were compared with those in the same racial classification in the class of 1980. Four planning categories were examined: vocational school, community college-vocational, community college-academic, and 4-year college or university. Data were extracted from NLS-72 and HS&B. Three aptitude variables were examined: lower quartile, middle two quartiles, and upper quartile. The long-linear model, which was used for the analysis, is described. The regression analog suggested by Knoke and Burke was used to identify the model of best fit for each of the study groups. It was found that larger percentages of more-able students planned to attend 4-year institutions than is the case with the less-able students. A greater percentage of students were choosing 4-year schools in 1980 than in 1972, and the percentage of blacks in the top quartile of the aptitude distribution increased from 4.9 to 8.6 percent....It was also found that over 75 percent of blacks and over 68 percent of whites in the low-aptitude quartile are planning to attend colleges and universities.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 202 Book Reference **********

Authors = So,AY
Book = The High School and Beyond Data Set: Its Relevance for Bilingual Education Research
Volume = Year = Oct 1982 Pages = 13p
City = Los Alamitos, Calif. Publisher = Natl. Center for Bilingual Res.
Topics = Bilingual Education; High School Students; National Surveys; High School and Beyond; E-ED234640 FL013962
Comments = Preliminary data from the High School and Beyond (HSB) research study are described in order to assist bilingual education researchers in understanding what information is available. The HSB project design included a highly stratified national probability sample [of 58,000 sophomores and seniors]. The study seeks to observe the educational and occupational plans and activities of high school students as they pass through the American educational system. The nature of the various data files is described including files on students, languages, schools, teachers' comments, parents, tests, twins, and friends. For example, the most important file, the student file, contains responses from each student to extensive questionnaires and various cognitive tests. The language file contains information distinguishing childhood language status from present language status, language usage at home versus language usage outside of the home, and information describing experience with bilingual education. The constraints of the sample that limit its generalizability are discussed. It is concluded that, keeping sample constraints in mind, the HSB data provide an extremely valuable resource for bilingual education researchers.

******* Volume-ID = 1- 203 Journal Reference **********
Authors = So,AY
Article = The High School and Beyond Data Set: Its Relevance for Bilingual Education Research
Volume = v7 n3 Year = Spr 1983 Pages = 13-22
Journal = NABE: The Journal for the National Association for Bilingual Education
Topics = Bilingual Education Progs.; Hispanic Americans; Language Maintenance; Longitudinal Studies; Research Tools; Secondary School Students; High School and Beyond; E-EJ285763 RC505189
Comments = The High School and Beyond data set, despite sample constraints, is an invaluable resource for researchers in bilingual education; it contains information from Hispanic students and parents, and from teachers and school administrators, and includes an excellent language file, useful for studying language shift and impact of bilingual education programs.

******* Volume-ID = 1- 204 Book Reference *****************
Authors = So,AY; Chan,KS
Book = What Matters? The Relative Impact of Language Background and Socioeconomic Status on Reading Achievement
Volume = Year = Nov 1982 Pages = 27p
City = Los Alamitos, Calif. Publisher = Natl. Center for Bilingual Res.
Topics = Ethnicity; Reading Achievement; Socioeconomic Status; High School and Beyond; E-ED234643 FL013965
Comments = The cause of the reading achievement gap between language minority students and non-language minority students was examined. Data from the "High School and Beyond" study, a national longitudinal study of 58,000 high school sophmores and seniors, were used. Through the application of regression analysis, it was found that both language background and socioeconomic status (SES) had a substantial and independent impact on reading achievement scores, but SES had more of an impact on Anglo students than on Hispanic students. When the reading gap was further analyzed using Duncan's (1969) statistical technique, it was found that only about half of the reading gap was accounted for by removing the effects of SES and ethnicity. This remaining gap had to be explained by language and other variables. It was concluded that efforts directed only at raising the socioeconomic status of language minority students would not provide an adequate solution to the problem of the reading achievement gap.

******* Volume-ID = 1- 205 Book Reference **********

Authors = Stanfield,J
Book = Management Consulting Case Study. Research on Evaluation Program. Paper and Report Series No. 74
Volume = Year = July 1982 Pages = 60p
City = Portland, Oregon Publisher = Northwest Regional Educ. Lab.
Topics = Consultants; Cost Effectiveness; Evaluation Methods; Washington; Wash. Supt. of Pub. Instr.; High School and Beyond; E-ED225261 EA015286
Comments = A set of studies done for the Washington State Superintendent of Public Instruction (WSPI) constituted a case study testing the conjecture that management consulting is potentially cost effective in some areas of educational evaluation. The case study involved first interviewing 22 respondents from four WSPI constituencies (educators, employers, the legislature, and parents) to identify their major concerns, then deriving analyses of data related to the concerns from a WSPI data bank, and finally producing draft reports on the analyses. The data bank comprises data from the national "High School and Beyond" study augmented by additional Washington information and includes results of surveys of 3,645 10th and 12th graders in 65 Washington high schools. The test resulted in six draft reports on student plans for work and college, employment-related coursework, special students, extracurricular activities, knowledge of post-high school funding programs, and family influences. The researcher concludes that the case study did not show whether management consulting was more or less cost effective than normal evaluation in WSPI, because of a lack of controls for comparison....Also provided in appendices are the six draft reports.

******* Volume-ID = 1- 206 Book Reference **********

Authors = Steel,L; Schubert,JG
Book = The Effectiveness of Upward Bound in Preparing Disadvantaged Youth for Postsecondary Education
Volume = Year = Apr 1983 Pages = 35p
City = Montreal, Quebec Publisher = Paper, Am. Educ. Research Assoc.
Topics = College Bound Students; College Preparation; Disadvantaged Youth; Educational Assessment; Program Effectiveness; High School and Beyond; Upward Bound; E-ED235262 UD023102
Comments = The effectiveness of Upward Bound (UB), a federally funded program to assist high-ability disadvantaged youth in completing programs in higher education, is addressed in this study. The study sought to determine if participation in UB enhances high school performance and participation in postsecondary education, especially in comparison to non-UB peers. Data from "High School and Beyond," a longitudinal study of high school classes of 1980 and 1982, were used for preliminary assessment of UB. Data were also obtained from high school principals regarding the characteristics of their schools. Comparison samples of non-UB students were closely matched in terms of background characteristics (race, sex, SES status, family structure, and school quality). An examination of the data showed that (1) UB students are more likely to take college preparatory courses while in high school than their non-UB peers; (2) UB students have higher [postsecondary] expectations....than non-UB students; (3) the UB students appear to spend more time on their homework than their non-UB peers; and (4) UB students are more likely to be encouraged by their teachers and counselors to attend college than non-UB peers....

******* Volume-ID = 1- 207 Book Reference *****************
Authors = Stowe,PS
Book = High School and Beyond Tabulation: College Plans, Expected College Costs, and Expected Use of Financial Aid of 1980 High School Sophomores as Seniors in 1982
Volume = Year = July 1984 Pages = 44p
City = Washington, D.C. Publisher = NCES (ED)
Topics = College Costs; College Plans; Financial Aid; High School Sophomores; High School and Beyond
Comments = Tables in this tabulation show percentages of 1980 high school sophomores graduating by 1982: 1) who planned to enter college, by selected student and h.s. characteristics; 2) who applied to one or more colleges, by selected student and h.s. characteristics; 3) who planned to attend a public 2-year college and who expected their annual college costs to be in specified ranges, by selected student and h.s. characteristics; 4) who planned to attend a public 4-year college and who expected their annual college costs to be in specified ranges, by selected student and h.s. characteristics; 5) who planned to attend a 4-year private college and who expected their annual college costs to be in specified ranges, by selected student and h.s. characteristics; 6) who planned to obtain student financial aid from specified programs, by selected student and h.s. characteristics; and 7) who planned to enter college that year (1982) and who planned to use one or more student financial aid programs, by family income level and type of school they expect to attend. All data displayed in this tabulation were derived from student responses to High School and Beyond questionnaires in the Base Year (1980) and the First Follow-Up (1982).

******* Volume-ID = 1- 208 Book Reference **********

Authors = Stowe,PS
Book = National Longitudinal Study of the High School Class of 1972 Tabulation: Graduate Student Borrowing
Volume = Year = June 1984 Pages = 8p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Graduate School; Graduate Student Borrowing; NLS-72
Comments = Tables in this tabulation show percentages for the following: 1) respondents with graduate schooling who began graduate work in specified years; 2) graduate students who borrowed at various levels, by number of years in graduate school; 3) graduate students with various amounts of graduate school borrowing and information regarding influencing factors, by type of degree sought; 4) graduate students with various amounts of graduate school borrowing, by number of years of graduate school and type of degree sought; 5) graduate students with various amounts of graduate school borrowing as related to field of study (selected fields only); 6) graduate students with various levels of graduate school borrowing and information regarding influencing factors, by race, sex, ability and geographic region; 7) graduate students with various levels of undergraduate, graduate and total educational borrowing; and 8) graduate students who incurred graduate school debt, by length of time in graduate school and amount borrowed while undergraduates. All data displayed in this tabulation were derived from student responses to the First through Fourth Follow-Up questionnaires of the National Longitudinal Study of the High School Class of 1972 (NLS-72).

******* Volume-ID = 1- 209 Book Reference **********

Authors = Stowe,PS; Carroll,CD

Book = High School and Beyond Tabulation: Financial and Other Characteristics for Parents Who Saved for Their Children's Postsecondary Education

Volume = Year = Jan 1984 Pages = 6p

City = Washington, D.C. Publisher = NCES (ED)

Topics = Parental Finan. Supt.--PSE; High School and Beyond

Comments = This tabulation shows 1) percentages of students whose families saved for their college expenses and the median total amount saved, by family income level; 2) median value of assets of families who saved or did not save for college, by family income level; 3) percentages of students with college-saving parents who held various types of assets, by family income level; 4) percentages of students with college-saving parents who first began to save during specified periods of the child's schooling, by family income level; 5) percentages of students whose parents first thought, during specified periods of the child's life, that the child would go to college, by family income level and college savings behavior; and 6) percentages of students whose parents held specified beliefs about their schooling, by family income level and college-saving behavior. All data were derived from information gathered by means of the Parent Questionnaire in the High School and Beyond study.

******* Volume-ID = 1- 210 Book Reference **********

Authors = Stowe,PS
Book = Parental Views on Student Financial Aid. NCES Bulletin
Volume = Year = Mar 1982 Pages = 7p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Parent Attitudes; Student Financial Aid; High School and Beyond
Comments = This bulletin, using data from the High School and Beyond Parent Survey, examines parental views on student financial aid. It was found that parents of prospective college students were willing to assume primary responsibility for financing their children's college education. At the same time, a large proportion felt that the Federal government's part in financing education beyond high school should be in the form of a tuition tax deduction.

******* Volume-ID = 1- 211 Journal Reference **********

Authors = Sweet,D
Article = School Effectiveness and Parental Choice of Public and Private Schools
Volume = v12 n3 Year = Oct 1981 Pages = 11-13
Journal = Momentum
Topics = Academic Achievement; Catholic Schools; Educational Quality; Private Schools; Public Schools; High School and Beyond; E-EJ250715 AA533422
Comments = Presents some 1980 data demonstrating that Catholic and private high schools do have higher achievement and better course offerings than public high schools, but cautions parents to use personal values as well as statistics when selecting a school. One of three theme articles: "Reflections on the 1981 Coleman study."

******* Volume-ID = 1- 212 Journal Reference **********
Authors = Taeuber,KE; James,DR
Article = Racial Segregation among Public and Private Schools
Volume = v55 n2 Year = Ap-Jul 82 Pages = 133-143
Journal = Sociology of Education
Topics = Private Schools; Public Schools; Racial Segregation; School Segregation; High School and Beyond; E-EJ263749 SO509997
Comments = Criticizes the conclusion in the Coleman, Hoffer and Kilgore study "Public and Private Schools" that private schooling does not affect overall racial segregation in American schools. The authors discuss four flaws in the research methodology that make its conclusions invalid.

******* Volume-ID = 1- 213 Journal Reference **********
Authors = Taeuber,KE; James,DR
Article = Racial Segregation among Public and Private Schools: A Response
Volume = v56 n4 Year = Oct 1983 Pages = 204-207
Journal = Sociology of Education
Topics = Catholic Schools; Public Schools; Racial Segregation; Research Problems; High School and Beyond; E-EJ290539 SO511911
Comments = Although parochial and other private secondary schools in the U.S. enroll disproportionately few black students, Coleman, Hoffer and Kilgore, using HS&B base year (1980) data, discounted this segregation. However, because the HS&B data files do not contain school district information, the Coleman, Hoffer and Kilgore analysis of within-district segregation is inappropriate and misleading. In addition, if future analysis of an appropriate data set is undertaken, standard analysis-of-variance methods would be better than their awkward methodology.

******* Volume-ID = 1- 214 Book Reference *****************
Authors = Takai,RT
Book = Test Item Bias in the HS&B Test Battery
Volume = Year = Apr 1984 Pages = 13p
City = New Orleans Publisher = Paper, Am. Educ. Research Assoc.
Topics = Achievement Tests; Test Bias; Test Items;
High School and Beyond; E-ED244990 TM840313
Comments = The purpose of this paper is to provide an empirical analysis of four subtests of the High School and Beyond (HS&B) sophomore test battery. This analysis of item bias uses the 1980 test data of the sophomore cohort. Blacks and whites were matched on the total score of four subtests: Vocabulary, Reading, Mathematics--Part I, and Mathematics--Part II. The analysis revealed very little bias. With the exception of two items on the Vocabulary Test and one item on the Mathematics I test, the delta values for the test items on each test were quite low. It should be emphasized that, in this study, the use of the term "bias" refers to those items that behave anomalously in the context of the other items.

******* Volume-ID = 1- 215 Book Reference *****************
Authors = Takai,RT
Book = NCES Study Examines Changes in Coursework of High School Seniors. NCES Bulletin
Volume = Year = Aug 1981 Pages = 2p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Course-taking Patterns; High School Seniors;
High School and Beyond; NLS-72
Comments = This bulletin, using data from the HS&B senior cohort base year survey (1980) and from NLS-72, examines changes from 1972 to 1980 in the amount of coursework taken by high school students in various academic subjects.

******* Volume-ID = 1- 216 Book Reference **********

Authors = Tarbuck,G

Book = The Relationship of School Achievement to Time Spent Doing Homework among Selected Tenth and Twelfth Grade Students in the United States. Ed.D. Thesis

Volume = Year = 1984 Pages = 191p

City = Akron, Ohio Publisher = University of Akron

Topics = Academic Achievement; High School Students; Homework; High School and Beyond; D-846659 0515-0003

Comments = This study investigated, using HS&B data, the relationship between homework and achievement. Scores on a stand. reading test and teacher assigned grades were used as measures of achievement. The rel. between homework and achievement was examined to determine the effects beyond those which could be attributed to sex, race, ability score, time spent watching TV, time spent at work, h.s. program and minimum competency testing program. Mult. linear regression was used to test each of the 2 general and 32 specific research hypoth. Full and restricted models were derived for each hypoth. Prior to the interpret. of main effects, new variables were generated and tests for interaction effects completed. Stat. sig. was determined by use of the F test at the .05 alpha level. Each hypothesis was also analyzed for practical sig. The Scheffe' formula was utilized as a correction for multiple comparisons. Increased time spent doing homework accounted for a sig. amount of variance in predicting higher achievement....Findings indicate that none of the tests for interaction effects were sig. However, all analyses of covariance testing main effects produced stat. sig. results. Practical sig. exceeded the .02 small effect size for one general hypothesis (grades) and 14 specific hypotheses....

******* Volume-ID = 1- 217 Journal Reference **********
Authors = Thomas,GE
Article = Neither Direction Nor Alternatives
Volume = v19 n2 Year = Ja-Fb 82 Pages = 11-14
Journal = Society
Topics = Private Schools; Public Schools;
High School and Beyond; S-0138569 83N3108
Comments = In "Neither Direction Nor Alternatives," Thomas (Johns Hopkins University) is concerned with policy implications of the Coleman report, finding its recommendations threatening to public education. Coleman et al offer exclusively economic reasons for encouraging greater minority participation in private schools. Few minority families would be likely to benefit from tuition tax credits. One of three articles examining the Coleman-Kilgore-Hoffer report.

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******* Volume-ID = 1- 218 Book Reference **********

Authors = Thompson,JS

Book = An Analysis of Selected Characteristics Contributing to High Achievement among Tenth and Twelfth Grade Students in Washington State. Ed.D. Thesis

Volume = Year = 1981 Pages = 174p

City = Seattle Publisher = University of Washington

Topics = Academic Achievement; High School and Beyond; Washington; D-778329 0514-0250

Comments = This study was designed to identify and examine selected school-related and school-peripheral factors and to show which are most closely related to student achievement in reading and math. as measured by student questionnaire information and achievement test results from the Washington State HS&B study. The study utilized multivariate regression analysis and canonical correlation analysis to establish what, if any, relationships existed between selected school-related and school-peripheral characteristics and student achievement. Participants in the study consisted of 72 randomly selected tenth and twelfth graders (36 from each grade) from 65 randomly selected Wash. State high schools. Of the orig. sample, 77.8 percent completed the project. Forty-one factors...were analyzed. Application of multivariate regression analysis did not add to an understanding of the factors which parallel reading and mathematics achievement when compared to the factors paralleling composite achievement. Application of canonical correlation analysis did add to an understanding of the combined factor relationships paralleling reading and math. achievement. However, as in the case of multivariate regression analysis, the level of significance of the relationship(s) established was of limited sig.

******* Volume-ID = 1- 219 Book Reference *****************

Authors = Tourangeau,R; et al.
Book = High School and Beyond First Follow-Up (1982). Sample Design Report
Volume = Year = June 1983 Pages = 297p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Error of Measurement; Followup Studies; High Schools; National Surveys; Research Design; Sampling; High School and Beyond; E-ED249243 TM840584
Comments = This report documents the major tech. aspects of the sample selection and implementation of the 1982 HS&B First Follow-Up (FU-1). Soph. cohort questionnaires focused on school experiences and plans for further educ. or work following h.s. Sr. cohort questionnaires focused on postsec. educ. and work. Sophs. were retested with the Base Year (BY) cog. tests, but srs. were not retested. Schools... completed a school questionnaire. The intro. chapter describes the National Longitudinal Studies program, briefly describes the BY survey and provides an overview of the FU-1. Ch. 2 summarizes the BY sample design and details FU-1 procedures. Ch. 3 describes the calculation of sample case weights that adjust for differential probabilities of selection and for nonresponse within the weighting cells. Ch. 4 examines the possible impact of nonresponse. Ch. 5 describes procedures for computing sampling errors and design effects. Ch. 6 discusses the sample design for the High School Transcripts study. The appendices contain statistical data for sums of preliminary weights and nonresponse adjustments; response and nonresponse rates by selected variables for both surveys; and estimates of proportions, standard errors, and design effects for both soph. and sr. cohorts.

******* Volume-ID = 1- 220 Book Reference **********

Authors = Trent,WT; McPartland,JM
Book = The Sense of Well-Being and Opportunity of America's Youth: Some Sources of Race and Sex Differences in Early Adolescence
Volume = Year = 1982 Pages = 27p
City = nc Publisher = np
Topics = Extracurricular Activities; High School Students; Racial Composition; Racial Differences; Self Esteem; Well Being; High School and Beyond; E-ED242798 UD022775
Comments = This report examines the role of schools and "outside" social and economic influences in young people's lives, focusing particularly on the impact that participation in extracurricular activities has on racial tensions and students' self-images. It is based on data collected from a national sample of tenth graders in the 1980 "High School and Beyond" (HSB) survey sponsored by the National Center for Education Statistics. Besides obtaining data on students' family background, the survey asked students to respond to a series of questions regarding their general sense of well-being, satisfaction with school, self-esteem, and sense of opportunity. Also examined was the racial composition of the students' schools. The report describes the distribution of student responses to questions regarding their sense of well-being and opportunity....The report concludes that participation in extracurricular activities does contribute to an improved sense of satisfaction and well-being for both blacks and whites, but does little to influence either the sense of personal efficacy or a positive self-image. Desegregated schools that maximize participation in extracurricular activities especially enhance black student participants' sense of well-being.

******* Volume-ID = 1- 221 Book Reference *****************

Authors = Tuttle,R
Book = A Path Analytic Model of the College Going Decision
Volume = Year = 1981 Pages = 18p
City = Boone, N.C. Publisher = Appalachian State University
Topics = Academic Aspiration; College Attendance;
College Bound Students; Enrollment Influences;
High School Seniors; Path Analysis;
High School and Beyond; E-ED224434 HE015766
Comments = Factors that affect the decision of a high school senior to attend or not to attend college were studied, using a path analysis model. Data were drawn from the 1980 High School and Beyond national survey of 58,000 high school sophomores and seniors, which was sponsored by the National Center for Education Statistics. The study sample was 14,287, or 52 percent of the High School and Beyond seniors. The Statistical Package for the Social Sciences and eight multiple regression analyses were performed. Four important predictors of college attendance plans were found: socioeconomic status, high school grades, academic ability, and race. The two most important predictors were grades and ability; socioeconomic status was found to have an indirect effect through its influence on grades and ability. A nonwhite student was more likely to plan to attend college than a white student with similar grades, ability, and socioeconomic status. Initially, the theoretical model included the variables of father's and mother's education, family income, and sex. However, father's and mother's education and family income were found to be a part of the socioeconomic status composite.

******* Volume-ID = 1- 222 Book Reference **********
Authors = Wagenaar,TC
Book = Occupational Aspirations and Intended Field of Study in College
Volume = Year = 1984 Pages = 348p
City = Washington, D.C. Publisher = NCES (ED)
Topics = College; Higher Education; High School Seniors; Occupational Aspirations; Occupations; High School and Beyond; NLS-72; GPO-8436167
Comments = Examines the occupational aspirations and intended field of study held by seniors in NLS-72 (1972) and HS&B (1980).

******* Volume-ID = 1- 223 Journal Reference **********
Authors = Walberg,HJ; Shanahan,T
Article = High School Effects on Individual Students
Volume = v12 n7 Year = Ag-Sep 83 Pages = 4-9
Journal = Educational Researcher
Topics = Academic Achievement; Private Schools; Public Schools; School Effectiveness; Socioeconomic Status; Student Characteristics; High School and Beyond; E-EJ289128 UD518231
Comments = Reanalyzes 12th-grade data from the "High School and Beyond" study in order to resolve controversies regarding the original analysis, its methodology, and secondary studies it generated. Finds no evidence that private schools produce superior cognitive achievement, once their students' socioeconomic characteristics and extramural experiences are statistically controlled.

******* Volume-ID = 1- 224 Book Reference **********
Authors = Ward,JG
Book = A Review of James Coleman's "Public and Private Schools"
Volume = Year = 1981 Pages = 20p
City = Washington, D.C. Publisher = American Federation of Teachers
Topics = Academic Achievement; Educational Assessment; Educational Quality; Private Schools; Public Schools; Research Methodology; High School and Beyond; E-ED204431 UD021455
Comments = This is a review of James Coleman's 1981 report, "Public and Private Schools," which has stated that private high schools provide education superior to that provided by public high schools. The study is summarized and criticisms of Coleman's research and conclusions are offered in the following areas: (1) method of analysis; (2) use of achievement test results that analyzed elementary rather than high school subject matter; (3) lack of comparability of schools and curricula; (4) Coleman's "segregation index"; (5) the use of aggregate rather than individual school information; and (6) the downward adjustment of public school achievement scores and the failure to similarly adjust private school scores. Appended to the paper are three critical essays written by Albert Shanker in response to "Public and Private Schools."

******* Volume-ID = 1- 225 Journal Reference **********
Authors = Warner,C
Article = Choice Is the Central Issue
Volume = v63 n3 Year = Nov 1981 Pages = 167-168
Journal = Phi Delta Kappan
Topics = Nontraditional Education; Private Schools; Public Schools; High School and Beyond; E-EJ255025 EA514731
Comments = Agrees with James Coleman's premise that American education is largely based on four concepts, but disagrees with Coleman's assertion that these concepts should be discarded. States that the imperative within the public schools may be the provision of increased opportunities and options.

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Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 226 Book Reference **********

Authors = Weber,JM; et al.
Book = A Quantitative Study of Basic Skills and Vocational Education
Volume = Year = Jan 1982 Pages = 280p
City = Columbus, Ohio Publisher = Nat. Cen. for Res. in Voc. Educ.
Topics = Basic Skills; Dropouts; Program Improvement; Secondary School Students; Vocational Education; High School and Beyond; ED215174 CE031973
Comments = This report represents a synthesis of existing data on the basic skills of vocational students. An introduction provides background information, lists objectives, and describes the framework and methodology for the literature review and acquisition and analysis of four data bases: National Assessment of Education Progress, Supplemental Mathematics; ACT; Longitudinal Study of Education Effects; and HS&B. Part 2 summarizes data regarding two project objectives: (1) to analyze data for secondary students in relation to four issues (describing basic skills proficiencies of secondary-level vocational students; comparing their basic skills levels with those of other students; describing how participation in vocational education relates to changes in students' basic skills levels; and explicating relationships among students' basic skills levels, participation in vocational education, and various vocational outcomes) and (2) to review strategies for improving vocational students' basic skills proficiencies reported in the literature. Part 3 focuses on the second objective above and on the objective to analyze data for secondary school dropouts relative to relationships between dropping out and the four issues in the first objective.

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******* Volume-ID = 1- 227 Book Reference **********

Authors = West,EG

Book = Are American Schools Working? Disturbing Cost and Quality Trends. Policy Analysis No. 26

Volume = Year = Aug 1983 Pages = 25p

City = Washington, D.C. Publisher = Cato Institute

Topics = Educational Change; Educational Quality; Expenditure Per Student; Public Education; Nat. Com. on Excel. in Ed.; High School and Beyond; E-ED235885 PS013880

Comments = The National Commission on Excellence in Education has concluded that the quality of education in public schools in America is declining. Other reports have indicated serious basic skill deficiencies among secondary school graduates and nongraduates entering the work force. Total annual public education expenditures rose by 8 percent from 1971 to 1981, although enrollment and achievement (the latter measured by SAT scores) declined. The average current expenditure per pupil is twice as high in public schools as in private schools. Several issues have been studied to determine their correlation with student achievement....Public opinion has also reflected several issues of concern: obtaining proper financial support, drug usage, poor curricula, difficulty getting good teachers, teachers' lack of interest, integration/busing, discipline, violence, and vandalism. The 1982 Coleman study has suggested that private schools have a more efficient performance record than public schools. Specific proposals for reform by the Commission include increasing the school year, requiring more math and science classes, encouraging competition between public and private schools, and deregulating public and private education from state control.

******* Volume-ID = 1- 228 Book Reference **********

Authors = West,J; Miller,W; Diodato,L

Book = An Analysis of Course-Taking Patterns in Secondary Schools as Related to Student Characteristics

Volume = Year = Mar 1985 Pages = 96p + Appendices

City = Washington, D.C. Publisher = NCES (ED)

Topics = Course-taking Patterns; High School Sophomores; Student Characteristics; High School and Beyond

Comments = The analysis summarized in this report used 1981-82 HS&B student transcript data to identify course-taking patterns relative to the subject areas of mathematics, science, computer science, vocational education, and general education. The responses of schools and sophomore cohort students to the HS&B first follow-up (1982) survey were used to identify the characteristics of students exhibiting course-taking patterns in each of these subject areas as well. Characteristics used in this analysis fell into three categories: socio-demographic attributes, school performance and experiences, and postsecondary plans and aspirations.

******* Volume-ID = 1- 229 Book Reference **********

Authors = West,JE; Diodato,L; Sandberg,N
Book = A Trend Study of High School Offerings and Enrollments: 1972-73 and 1981-82. Contractor Report
Volume = Year = Dec 1984 Pages = 65p + Appendices (133p)
City = Washington, D.C. Publisher = NCES (ED)
Topics = Course Enrollments; Course Offerings; High School and Beyond
Comments = This report summarizes the findings of analyses of NCES data on course offerings and enrollments in U.S. public secondary schools from three sources: the 1973 Survey of Public Secondary School Offerings, Enrollments, and Curriculum Practices, the 1982 High School and Beyond (HS&B) Course Offerings and Course Enrollments Survey, and the 1982 HS&B Transcripts Survey. It describes the methodology of the analysis, summarizes the course offerings and course enrollments of U.S. public secondary schools during the two academic years for which survey data were analyzed, and summarizes trends in subject area enrollments over the nine-year period from 1973 to 1982. The report includes the tables upon which its findings are based, and concludes with a technical appendix.

Reference Volume HS&B Bibliography Volume #1

******* Volume-ID = 1- 230 Book Reference *****************

Authors = Willms,JD

Book = Achievement Outcomes in Public and Private Schools: A Closer Look at the High School and Beyond Data

Volume = Year = May 1982 Pages = 33p

City = Stanford, Calif. Publisher = Inst. for Res. on Ed. Fin./Gov.

Topics = Academic Achievement; Catholic Schools; Educ. Status Comparison; Public Schools; Research Problems; High School and Beyond; E-ED224157 EA015249

Comments = This paper analyzes data from the "High School and Beyond" study on approximately 30,000 sophomores in 1,000 U.S. schools. The purpose is to explain the contradictory conclusions offered by two recent national studies on public and private schooling. The analysis examines differences between public and private school students in mathematics and reading achievement along racial and social class lines and for students in different programs of study. The results show that there are no public/private differences for wealthier whites, those who are the main clientele of the private schools, and for students in academic tracks. However, for minority and disadvantaged students and for students in the general track, there are small but statistically significant differences, some of which are due to differential selection. Policy decisions should not be based on the assumption that private schools produce better achievement outcomes than public schools.

******* Volume-ID = 1- 231 Book Reference **********

Authors = Willms,JD

Book = Achievement Outcomes in Public and Private High Schools. Ph.D. Thesis

Volume = Year = 1983 Pages = 183p

City = Stanford, Calif. Publisher = Stanford University

Topics = Academic Performance; Private Schools; Public Schools; High School and Beyond; D-820410 0533-0212

Comments = The purpose of this study, using HS&B data, is to examine the differences between students in public and private schools in their acad. achievement. Three sep. analyses are conducted. The first presents both between-sector and within-sector differences between public and private schools along racial and social class lines. The second presents estimates of priv. schooling effects, at a national level, in math and science....The third provides a detailed exam. of achievement outcomes for diff. types of students in each school sector....The results show no strong indication of pub. or private school superiority for the average h.s. child. The stud. body compos. of a school is a far more important determ. of stud. performance than whether a school is pub. or priv. The range of school effectiveness within the public and private sectors far outweighs the small differences between them. There are some good schools and some poor schools within both the public and private sectors. Policy decisions should not be based on the assumption that either pub. or priv. schools produce better cog. achievement. Evaluations of school effectiveness should transcend the public versus private distinction and examine the factors that contribute to school effectiveness within both the public and private sectors.

******* Volume-ID = 1- 232 Journal Reference **********
Authors = Willms,JD
Article = School Effectiveness within the Public and Private Sectors
Volume = v8 n1 Year = Feb 1984 Pages = 113-135
Journal = Evaluation Review
Topics = Academic Achievement; Outcomes of Education;
Private Schools; Public Schools; School Effectiveness;
Socioeconomic Status; High School and Beyond;
E-EJ297509 TM508752
Comments = High School and Beyond data are examined using an approach to multilevel data analysis that shows the diversity in school effectiveness within the public and private sectors and provides estimates of private schooling effects for different types of students in schools serving different demographic populations.

******* Volume-ID = 1- 233 Book Reference *****************
Authors = Wittstruck,JR; Sack,A
Book = Index to Library Documents: A Listing of State Postsecondary Education Agency Documents Catalogued in the Network Library. Listed by Keywords
Volume = Year = Jan 1985 Pages = 225p
City = Denver Publisher = SHEEO/NCES Communication Network
Topics = Library Index; Postsecondary Education; SHEEO; NCES
Comments = This Network Report of State Postsecondary Education Agency Documents is intended to inform the State Higher Education Executive Officers, their staff, and others of state-level reports and other documents catalogued in the SHEEO/NCES Communication Network Library. The purpose of the Library is to make these materials available to those undertaking state-level research or preparing background or issue papers in support of postsecondary education policy developments for state postsecondary education agencies.

******* Volume-ID = 1- 234 Journal Reference ***************
Authors = Wolfe,RO
Article = Improving the Small School Image
Volume = v3 n3 Year = Spr 1982 Pages = 14-15
Journal = Small School Forum
Topics = Holistic Approach; Improvement; Public Opinion; Small Schools; Student Behavior; Student Teacher Ratio; High School and Beyond; E-EJ264968 RC504693
Comments = Now is the time for an image change in small school education. Based on the 1981 Coleman Report, small school education overflows with advantages: low student-teacher ratio, opportunity to view each student in a holistic way, and the ability to control the behavior of the student body as a whole.

******* Volume-ID = 1- 235 Book Reference *****************

Authors = Wolfle,LM

Book = High School Seniors' Reports of Parental Socioeconomic Status: Black-White Differences

Volume = Year = Apr 1983 Pages = 23p

City = Montreal, Quebec Publisher = Paper, Am. Educ. Research Assoc.

Topics = Data Collection; Employment Level; Parent Background; Reliability; Socioeconomic Status; Student Characteristics; High School and Beyond; E-ED229398 TM830289

Comments = Many studies of educational outcomes collect data on the socioeconomic characteristics of parents from students, and not from the parents themselves. Nevertheless, students are often fallible informants of parental status factors. A series of distinct hierarchical measurement models were used to examine the structure of errors in high school seniors' reports of parental socioeconomic status and compare the extent of these reporting errors between blacks and whites. Using data from HSB, the analysis estimated the accuracy of reports of parental traits across races for both parents and senior students, then considered the extent to which reports of students matched those of parents. Finally, and more restrictively, the analysis compared the reliabilities of data reported by black and white parents and students. It was found that the reliability coefficients for students were significantly smaller in value than the reports of parents, and a fairly large covariance existed between the students' reporting errors of mother's and father's education. The errors with which black students reported their parents' socioeconomic characteristics were significantly larger and reliability coefficients were lower than those of white students.

******* Volume-ID = 1- 236 Book Reference *****************
Authors = Wolfle,LM; Ethington,CA
Book = Within-Variable, Between-Occasion Error Covariances in Models of Educational Achievement
Volume = Year = Apr1984 Pages = 22p
City = New Orleans Publisher = Paper, Amer. Ed. Research Assoc.
Topics = Academic Achievement; Error of Measurement; Goodness of Fit; Mathematical Models; Socioeconomic Background; High School and Beyond; LISREL Computer Program; E-ED247276 TM840450
Comments = To correct for the effects of measurement error on structural parameter estimates, many researchers are now estimating models of educational achievement with LISREL. In order to estimate such models it is desirable to obtain multiple manifest measures of the latent constructs. Many researchers restrict their models to two manifest measures per latent construct for reasons of economy, but doing so assumes, in the absence of external information, that all of the covariance between the within-variable measures is reliable covariance. Such an assumption may or may not hold in practice. The present study empirically investigated the extent of within-variable, between-occasion error covariances among nine socioeconomic variables typically included in models of educational achievement using data on 1,064 white respondents from High School and Beyond. Little evidence was found to support the claim that reliability estimates for social background variables are inflated due to correlated errors of measurement.

Part III

Reference Volume HS&B--Recent Additions Volume #2

******* Volume-ID = 2- 1 Journal Reference **********
Authors = Alexander,KL; Pallas,AM
Article = School Sector and Cognitive Performance: When Is a Little a Little?
Volume = v58 n2 Year = Apr 1985 Pages = 115-128
Journal = Sociology of Education
Topics = Catholic Schools; Cognitive Achievement; Public Schools; High School and Beyond
Comments = Coleman, Hoffer and Kilgores's claims regarding the effects of Cath. schools on cog. achievement have evoked much controversey. Critics have argued that Cath. schools enroll students of superior acad. competency, and that Coleman et al., using cross-sectional testing data, could not disting. differential sector effectiveness from this selection effect. The authors use soph. test performance to control for input-level diffs. in competency while predicting sr. test performance in several cog. domains. The omission of such input controls leads to a substan. upward bias in the est. of Cath. schoo effects on achievement....[and] the so-called common school effect found by Coleman et al. disappears when appropriate input-level test controls are applied. The authors' best estimate of the Cath. school effect on cog. growth from soph. to sr. year, using aggregate soph.-to-sr. change in performance as a yardstick, is about 2/3 of a year's growth. They judge differences of this magnitude to be substantively trivial because these correspond to less than 0.1 std. dev. in test performance. Alexander and Pallas conclude that sector diffs. in test performance are too small to warrant the attention they have received. One of 4 articles on the public v. private school debate, using HS&B 1980 and 1982 data.

Reference Volume HS&B--Recent Additions Volume #2

******* Volume-ID = 2- 2 Journal Reference **********
Authors = Alexander,KL; Pallas,AM
Article = Reply to Coleman
Volume = v47 n6 Year = Dec 1982 Pages = 822-823
Journal = American Sociological Review
Topics = Ability Tests; Achievement Tests; Data Analysis; Research Methodology; High School and Beyond
Comments = In this article, a reply to one by Coleman immediately preceding it, Alexander and Pallas continue to hold to their earlier conclusion (ASR, October 1981) that "student socioeconomic controls are inadequate proxies for preexisting performance differences in school effects research; and research which relies upon such proxies is likely to be severely in error." They conclude by questioning whether school effects research ought to be performed if adequate controls for preexisting performance differences among students are not available.

******* Volume-ID = 2- 3 Journal Reference **********
Authors = Alexander,KL; Pallas,AM; Cook,MA
Article = Measure for Measure: On the Use of Endogenous Ability Data in School-Process Research
Volume = v46 n5 Year = Oct 1981 Pages = 619-631
Journal = American Sociological Review
Topics = Cognitive Achievement; Data Analysis; Research Methodology; High School and Beyond
Comments = The appropriate use of ability test performance in evaluating schools has been a subject of considerable debate. The present study evaluates three strategies for controlling input-level ability differences in such research: longitudinal, predetermined ability measures; cross-sectional, endogenous ability measures; and SES measures as proxies for ability. In general, endogenous measures of ability behave much like predetermined measures, while SES measures are, for many outcomes, seriously deficient as proxies for ability measures. The authors conclude that research that has relied upon cross-sectional data to control for student ability is not seriously flawed because of this, and that the omission of ability controls altogether is a much more serious failing....An analysis design wherein prior performance levels are proxied by SES background and standardized test performance is the focal dependent variable (the design used by Coleman et al. in Public and Private Schools) is subject to severe estimation biases, and "secure conclusions regarding differential school effectiveness cannot be drawn from such analyses....[because the] evidence on the issue is fundamentally flawed."

******* Volume-ID = 2- 4 Book Reference **********
Authors = Arnold,G
Book = A Profile of Illinois Dropouts
Volume = Year = Aug 1985 Pages =
City = Springfield, Ill. Publisher = Illinois State Board of Educ.
Topics = High School Dropouts; High School Sophomores; High School and Beyond; Illinois
Comments = This report, based on High School and Beyond base year (1980) and first follow-up (1982) survey data from Illinois respondents in the sophomore cohort, discusses the behavioral and attitudinal differences between students who became high school dropouts and students who remained in high school. It also describes risk factors associated with the 1980 Illinois sophomores who dropped out of school before the spring of 1982.

******* Volume-ID = 2- 5 Chapter of Book Reference ******
Authors = Campbell,D
Chapter = Initial Comments by Donald Campbell
Volume = Year = Apr 1981 Pages = 35
Book = Coleman Report on Public and Private Schools: The Draft Summary and Eight Critiques (School Research Forum)
City = Arlington, Virginia Publisher = Educational Research Service
Editors = Crain,RL
Topics = Data Analysis; Private Schools; Public Schools; Research Methodology; High School and Beyond
Comments = In this initial review of the draft of "Public and Private Schools" by Coleman, Hoffer and Kilgore, Donald Campbell argues that the method of analysis employed in the chapter dealing with "Outcomes of Education" is inadequate when used for causal inference, and concludes that "no policy decisions should be based upon these analyses until alternative analyses avoiding the specific bias have been done."

******* Volume-ID = 2- 6 Book Reference **********
Authors = Carroll,CD
Book = High School and Beyond Tabulation: Postsecondary Status of 1980 High School Sophomores
Volume = Year = Apr 1984 Pages = 30p
City = Washington, D.C. Publisher = NCES (ED)
Topics = High School Sophomores; Postsecondary Education; High School and Beyond
Comments = Tables in this tabulation show percentages of 1980 high school sophomores who subsequently enrolled in postsecondary education, by selected student and high school characteristics, 1) in October 1982; 2) in February 1983; 3) in October 1983; 4) in February 1984; and 5) anytime between October 1982 and February 1984.

******* Volume-ID = 2- 7 Book Reference **********
Authors = Carroll,CD
Book = Packaging of Grants, Loans, and Earnings for Financing Postsecondary Education. NCES Bulletin
Volume = Year = Feb 1984 Pages = 6p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Financial Aid; High School Seniors; Postsecondary Education; High School and Beyond
Comments = This analysis, using data from High School and Beyond base year (1980) and first follow-up (1982) surveys of the senior cohort, examines the components of financial aid packages used by 1980 high school seniors who were enrolled in some form of postsecondary education in 1981-82. It was found that 11 percent combined grants, loans, and earnings to finance their education, 26 percent used two of these three sources, and 37 percent used only one. It was also found that the extent of overlap among grants, loans, and earnings varied as a function of family income level and type of institution attended.

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******* Volume-ID = 2- 8 Book Reference *****************

Authors = Carroll,CD

Book = High School and Beyond Tabulation: Postsecondary Transitions--Entry, Persistence, Transfer, Dropout, and Completion for 1980 High School Graduates

Volume = Year = Oct 1985 Pages = 48p

City = Washington, D.C. Publisher = NCES (ED)

Topics = High School Seniors; Postsecondary Education; School Characteristics; Student Characteristics; High School and Beyond

Comments = Tables in this tabulation show for 1980 h.s. graduates, by selected h.s. and student characteristics, 1) percentages enrolled in postsecondary education (PSE) programs by Feb. 1984; 2) percentage enrolled in indicated type of PSE in Oct. 1980; 3) cum. percentage distrib. for entry into PSE by Feb. 1984; 4) percentage who delayed entry, stopped out, transferred, or dropped out; 5) percentage enrolled part-time for one or more terms in indicated types of PSE; 6) entry rates into PSE and longest spell of enrollment; 7) entry rates into priv. 4-yr schools and longest spell of enrollment; 8) entry rates into pub. 4-yr schools and longest spell of enrollment; 9) entry rates into pub. 2-yr schools and longest spell of enrollment; 10) entry rates into voc./tech schools and longest spell of enrollment; 11) percent enrolled in voc./tech by Oct. 1983 who transferred to 2- or 4-yr schools; 12) percent who entered 2-yr schools by Oct. 1983 who transferred to voc./tech or 4-yr schools; 13) percent who entered pub. 4-yr schools by Oct. 1983 who transferred to voc./tech, 2-yr or priv. 4-yr schools; 14) percent who entered priv. 4-yr schools by Oct. 1983 who transferred to voc./tech, 2-yr or pub. 4-yr schools; and 15) percentages who earned various PSE degrees. All estimates based on HS&B FU-2 data.

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******* Volume-ID = 2- 9 Book Reference *****************
Authors = Carroll,CD; Brown,GH
Book = Time Spent on Homework Dropped, Partially Recovered Between 1972 and 1982. NCES Bulletin
Volume = Year = Sept 1985 Pages = 4p
City = Washington, D.C. Publisher = NCES (ED)
Topics = High School Students; Homework; Private Schools; Public Schools; Student Characteristics; High School and Beyond; NLS-72
Comments = Using self-reported student data from the base year (1972) survey of NLS-72 and the base year (1980) and first follow-up (1982) surveys of High School and Beyond, this analysis examines the amount of time spent on homework by high school seniors in 1972, 1980, and 1982. It was found that the amount of time spent on homework dropped from 1972 to 1980, and then recovered partially in 1982. A table shows percentages of high school seniors who reported spending at least five hours per week on homework, by selected background characteristics. Homework rates for public and private school students are also compared.

******* Volume-ID = 2- 10 Journal Reference **********
Authors = Coleman,JS
Article = The Use of "Ability" Measures as Controls for Concurrent or Subsequent Achievement (Comment on Alexander et al., ASR, October 1981)
Volume = v47 n6 Year = Dec 1982 Pages = 819-821
Journal = American Sociological Review
Topics = Ability Tests; Achievement Tests; Data Analysis; Research Methodology; High School and Beyond
Comments = In this article, a comment on an earlier one by Alexander et al. (ASR, October 1981), Coleman maintains that "neither the prior so-called ability tests nor the concurrent so-called ability tests measure "ability," but rather that the variance in the dependent test left to explain is simply that part of its variance which is not common with the other achievement tests (that is, the so-called ability tests)--and that a similar statement can be made about the unexplained variance in a subsequent test when a prior test score is controlled." In this explanation, the noncommon variance is due to different kinds of performance measured by the tests rather than to intervening events or environmental factors.

******* Volume-ID = 2- 11 Chapter of Book Reference ******
Authors = Crain,RL
Chapter = Initial Comments by Robert L. Crain
Volume = Year = Apr 1981 Pages = 32-33
Book = Coleman Report on Public and Private Schools: The Draft Summary and Eight Critiques (School Research Forum)
City = Arlington, Virginia Publisher = Educational Research Service
Editors = Crain,RL
Topics = Data Analysis; Private Schools; Public Schools; Research Methodology; High School and Beyond
Comments = In this initial review of the draft of "Public and Private Schools" by Coleman, Hoffer and Kilgore, Robert L. Crain finds problems in particular with the report's modeling of a subsidy process and its assumptions about which groups would benefit; and with its conclusion that private schools do not serve to segregate students by race.

Reference Volume HS&B--Recent Additions Volume #2

******* Volume-ID = 2- 12 Book Reference *****************

Authors = Crain,RL,ed.
Book = Coleman Report on Public and Private Schools: The Draft Summary and Eight Critiques (School Research Forum)
Volume = Year = Apr 1981 Pages = 43p + 4 tables
City = Arlington, Virginia Publisher = Educational Research Service
Topics = Data Analysis; Private Schools; Public Schools; Research Methodology; High School and Beyond
Comments = This forum, edited by Robert L. Crain, begins with the "Summary of Major Findings" from the draft report, "Public and Private Schools," prepared by Coleman, Hoffer and Kilgore. The second part consists of the initial responses of eight respected scholars and educators to the draft report: Richard J. Murnane, Michael W. Kirst, David Krathwohl, Robert L. Crain, Robert Klitgaard, Donald Campbell, Diane Ravitch, and Scott D. Thomson.

Reference Volume HS&B--Recent Additions Volume #2

******* Volume-ID = 2- 13 Book Reference *****************
Authors = Evaluation Tech. Inc.
Book = Comparisons of Three State Offerings and Enrollments Reports with Selected High School and Beyond Estimates
Volume = Year = Sept 1984 Pages = 23p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Course Offerings; Sample Design; High School and Beyond
Comments = The purpose of the analysis summarized in this report was to evaluate the adequacy of the sample designs used to select respondents for the 1982 High School and Beyond (HS&B) Course Offerings and Course Enrollments Survey in three states as these designs relate to the estimation of high school course offerings. Estimates of the proportion of public secondary schools offering courses in various subject areas produced from the HS&B data were compared with the state figures in California, Illinois, and Washington. Section 2 describes the general HS&B sample design and the unique design features of the Course Offerings and Course Enrollments Survey; it also describes the three state samples. Section 3 presents the structure of the analysis. Findings of the analysis are summarized in Section 4, and results are discussed in Section 5.

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******* Volume-ID = 2- 14 Book Reference **********

Authors = Giron,MTS
Book = Selected Factors and Their Relationship to Self-Concept of Illinois High School Students
Volume = Year = Dec 1984 Pages = 129p
City = Springfield, Ill. Publisher = Illinois State Board of Education
Topics = Academic Achievement; High School Sophomores; School Characteristics; Self-Concept; Student Characteristics
Comments = This study, using data on Illinois public high school students from the High School and Beyond base year (1980) and first follow-up (1982) surveys of the sophomore cohort, examined the relationship of self-concept to selected variables measuring personal background factors, school climate, achievement, and prior self-concept. The following conclusions were drawn from this analysis: 1) Of the personal background variables, SES had a stronger relationship to self-concept than sex or race. 2) While a positive relationship was determined to exist between self-concept and school climate, this relationship was positive to a lesser extent than that which existed between self-concept and the simultaneous consideration of personal background variables of sex, race, and SES. 3) The best predictor of achievement as seniors was achievement as sophomores when considered in conjunction with sex, race, SES, school climate, and self-concept as sophomores. 4) The best predictor of self-concept as seniors was self-concept as sophomores when considered in conjunction with sex, race, SES, school climate, and achievement as sophomores. 5) From the sophomore to the senior high school years, self-concept was more likely to be a function of achievement than vice versa.

******* Volume-ID = 2- 15 Book Reference **********
Authors = Greeley,AM
Book = Catholic High Schools and Minority Students
Volume = Year = 1982 Pages = 117p
City = New Brunswick, N.J. Publisher = Transaction Books
Topics = Black Students; Catholic Schools; Hispanic Students; School Characteristics; Student Characteristics; High School and Beyond
Comments = This study focuses on a single subject--minority students attending Catholic secondary schools--and addresses a single problem: Why black and Hispanic students who attend Roman Catholic secondary schools display much higher levels of academic effort and achievement than black and Hispanic young people attending public schools. Answers are sought first of all in the family characteristics of the student, then in the student's own characteristics, and finally in certain school characteristics. This study is based on High School and Beyond base year (1980) data.

******* Volume-ID = 2- 16 Book Reference **********
Authors = Halinski,R
Book = The Class of 1982: An Overview of Illinois High School Students
Volume = Year = June 1985 Pages = 27p
City = Springfield, Ill. Publisher = Illinois State Board of Education
Topics = High School Sophomores; High School and Beyond; Illinois
Comments = This report, based on data from the Illinois sample of students in the High School and Beyond first follow-up (1982) survey of the sophomore cohort, provides an overview of public high school students in the class of 1982 in three areas: 1) educational (academic) preparation and experiences, 2) student aspirations and parental expectations, and 3) student attitudes and self-concept. Responses are reported by gender, socioeconomic status, and race.

******* Volume-ID = 2- 17 Journal Reference **********
Authors = Hoffer,T; Greeley,AM; Coleman,JS
Article = Achievement Growth in Public and Catholic Schools
Volume = v58 n2 Year = Apr 1985 Pages = 74-97
Journal = Sociology of Education
Topics = Academic Performance; Black Students; Catholic Schools; Hispanic Students; Public Schools; White Students; High School and Beyond
Comments = This article brings together independent longitudinal extensions of analyses by Greeley and by Coleman, Hoffer and Kilgore of public school and Catholic school student achievement differences. Drawing on a variety of analytic techniques, the authors find that Catholic schools have a positive effect on verbal and mathematics achievement growth from the sophomore to the senior year of high school. The magnitude of the Catholic school effects ranges from about one-half to one grade equivalent for students of average background. The Catholic school effects are larger for black, Hispanic, and lower-SES students, and somewhat smaller for white and higher-SES students. The authors find that Catholic schools produce higher-achieving students because they place more students in academic programs, require more semesters of academic coursework, and assign more homework. This is one of four articles on the public school versus private school debate in this journal, all based on analyses of data from the first two waves of HS&B (1980 and 1982).

******* Volume-ID = 2- 18 Journal Reference **********
Authors = Jencks,C
Article = How Much Do High School Students Learn?
Volume = v58 n2 Year = Apr. 1985 Pages = 128-135
Journal = Sociology of Education
Topics = Catholic Schools; Public Schools;
Research Methodology; High School and Beyond
Comments = In the last of four articles in this journal on the public school versus private school debate, all based on analyses of data from the first two waves of HS&B (1980 and 1982), Jencks provides a clear and useful overview of these three studies. He outlines the differences in their methods, models, and interpretation of results. In addition, he underscores the remaining areas of debate and provides requisites for the kinds of data needed to bring the debate to a more satisfactory conclusion.

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******* Volume-ID = 2- 19 Book Reference *****************
Authors = Jones,JD; Vanfossen,BE; Spade,JZ
Book = Curriculum Placement: Individual and School Effects Using the High School and Beyond Data
Volume = Year = Aug 1985 Pages = 23p + Tables
City = nc Publisher = Paper, Amer. Sociological Assoc.
Topics = Curriculum Tracking; High School Sophomores; School Characteristics; Student Characteristics; High School and Beyond
Comments = This paper reports some findings on initial curriculum placement in secondary schools based on High School and Beyond data. The focus is on the major criteria used for placement and on several structural properties of schools which may specify the conditions under which some criteria may affect placement more than others. It was found that ability is perhaps the most important predictor of track placement, but that social class background is also strongly related to track placement. Results also indicated that track placement is not based solely on characteristics of individual students, and that school characteristics and policies also affect track placement. Further, it was found that tracks in different types of schools are composed of very different kinds and combinations of students, and that an absolute level of ability is not required for entry into the various tracks across types of schools (i.e., that schools are differentially responsive to ability). The findings of these analyses suggest that school-level variables should be included in research on tracking and educational outcomes.

******* Volume-ID = 2- 20 Journal Reference **********
Authors = Keith,TZ; Page,EB
Article = Do Catholic Schools Improve Minority Student Achievement?
Volume = v22 n3 Year = Fall 1985 Pages = 337-349
Journal = American Educational Research Journal
Topics = Academic Achievement; Catholic Schools; Minority Students; High School and Beyond
Comments = This article continues the current debate concerning the role of private schooling in U.S. education. Recent research has purported to show that Catholic schools produce higher achievement in minority high school seniors than do public schools, yet this research has failed to control adequately for student ability, frequently a criterion for selection into such schools. Here, the High School and Beyond data set and path analytic techniques were used to compare black and Hispanic high school seniors' achievement in public and in Catholic schools. When better measures of ability were added to the causal models, the apparent effect of Catholic schooling on minority achievement was greatly reduced from the former claims. Yet a small, meaningful path still remained. Further analyses suggest that any such Catholic school advantage may be due, in part, to their more stringent curriculum. In any case, the apparent advantage exists only for minority students, and the claimed overall achievement advantage remains unproved.

******* Volume-ID = 2- 21 Book Reference **********
Authors = Kiplinger,VL; Boesel,DP; Johnson,K
Book = Propensity of Young Women to Enlist in the Military: A Report to Congress
Volume = Year = 1985 Pages =
City = Arlington, Virginia Publisher = Defense Manpower Data Center
Topics = Female Students; Military Enlistment; High School and Beyond; NLS--Labor Force Behavior; Youth Attitude Tracking St
Comments = This study analyzes recent data from three major, ongoing studies of American youth--High School and Beyond, the NLS of Youth, and the Youth Attitude Tracking Study. Together the studies provide a coherent picture of the propensity of women to enlist. Taken together, the research findings suggest that women's attitudes toward the military reflect an outlook which is rather different from men's. Not only are women in the aggregate less interested in military service, but those who are interested tend to view the service in a broader context. Their interest in the military is more likely to be limited and qualified by interests in other areas. This outlook, and the social context of which it is a part, may be major determinants of the future potential for women's participation in the Armed Forces. The report includes a review of the history of women's participation in the Armed Forces and public attitudes toward their participation.

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******* Volume-ID = 2- 22 Chapter of Book Reference ******
Authors = Kirst,MW
Chapter = Initial Comments by Michael W. Kirst
Volume = Year = Apr 1981 Pages = 26-29
Book = Coleman Report on Public and Private Schools: The Draft Summary and Eight Critiques (School Research Forum)
City = Arlington, Virginia Publisher = Educational Research Service
Editors = Crain,RL
Topics = Data Analysis; Private Schools; Public Schools; Research Methodology; High School and Beyond
Comments = In this review of the draft of "Public and Private Schools" by Coleman et al., Michael Kirst lists and elaborates on several major initial reservations: 1) The sample used by Coleman et al. is not representative of public schools. 2) The achievement cognitive gain differential in favor of private schools appears to reflect either a) more courses taken by private school pupils that are reflected in the tests used by the report, or b) a higher aptitude level on the part of private school students when they start high school. 3) The presentation on race and income characteristics of private school pupils provides a misleading picture of the benefits and costs of tuition tax credits. 4) The report does not discuss or produce comparative data on one of the principal rationales for the public or common school--to unify our people.

******* Volume-ID = 2- 23 Chapter of Book Reference ******
Authors = Klitgaard,R
Chapter = Initial Comments by Robert Klitgaard
Volume = Year = Apr 1981 Pages = 33-34
Book = Coleman Report on Public and Private Schools: The Draft Summary and Eight Critiques (School Research Forum)
City = Arlington, Virginia Publisher = Educational Research Service
Editors = Crain,RL
Topics = Data Analysis; Private Schools; Public Schools; Research Methodology; High School and Beyond
Comments = In this review of the draft of "Public and Private Schools" by Coleman et al., Robert Klitgaard lists methodological limitations acknowledged by the study itself: 1) The study addresses only some of the outcomes of high school. 2) Cross-sectional rather than longitudinal data and lack of an experimental design limit the study. 3) In estimating the effect of the tuition tax credit on income stratification, the report uses an estimate of the income elasticity of demand for private schooling; the theoretically relevant parameter is the price elasticity of demand. Klitgaard goes on to list three of the report's major findings that are provocative and relevant to the policy debate: 1) Private schools do considerably better than public schools in achieving some commonly espoused short-run educational objectives. 2) Apparently only a very few students would switch from public to private schools even with tuition tax credits of the sizes now being discussed. 3) To improve secondary education, the major implication of the report would seem to be to learn more about which private school policies are most effective in promoting learning, affective growth, and discipline, and to study which of these policies might be adopted by public high schools.

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******* Volume-ID = 2- 24 Chapter of Book Reference ******
Authors = Krathwohl,D
Chapter = Initial Comments by David Krathwohl
Volume = Year = Apr 1981 Pages = 29-31
Book = Coleman Report on Public and Private Schools: The Draft Summary and Eight Critiques (School Research Forum)
City = Arlington, Virginia Publisher = Educational Research Service
Editors = Crain,RL
Topics = Data Analysis; Private Schools; Public Schools; Research Methodology; High School and Beyond
Comments = In his review of the draft of "Public and Private Schools" by Coleman, Hoffer and Kilgore, David Krathwohl questions 1) whether these two basically different samples can be compared at all, even after efforts are made to correct for the differences, 2) whether the differences found are real differences, and 3) whether some of the differences would remain if, for example, a voucher system were to be adopted. Krathwolh concludes by suggesting that it "would be equally appropriate to use these data to reconsider the constraints imposed on the public schools," which would bring into the open the value problems underlying the issue of the existence of the public school system itself. "Such a study," he maintains, "would be closer [to the] tradition on which this country was developed."

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******* Volume-ID = 2- 25 Book Reference **********

Authors = Maw,C
Book = High School and Beyond Tabulation: Employment Status of 1980 High School Seniors
Volume = Year = Apr 1985 Pages = 31p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Employment; High School Seniors; Student Characteristics; High School and Beyond
Comments = Tables in this tabulation show, by selected background characteristics, percentages of 1980 high school seniors who had specified employment status 1) in October 1980 and February 1981; 2) in October 1981 and February 1982; 3) in October 1982 and February 1983; and 4) in October 1983 and February 1984. Other tables show, by selected student characteristics, 1) the mean number of times, out of a possible eight times, that 1980 seniors had specified employment status between October 1980 and February 1984; and 2) the mean number of times, out of a possible eight times, that 1980 high school seniors holding full-time jobs in 1980 had specified employment status. All estimates in these tables were calculated from the High School and Beyond second follow-up (1982) survey of the 1980 senior cohort.

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******* Volume-ID = 2- 26 Chapter of Book Reference ******
Authors = Murnane,RJ
Chapter = Initial Comments by Richard J. Murnane
Volume = Year = Apr 1981 Pages = 22-25
Book = Coleman Report on Public and Private Schools: The Draft Summary and Eight Critiques (School Research Forum)
City = Arlington, Virginia Publisher = Educational Research Service
Editors = Crain,RL
Topics = Data Analysis; Private Schools; Public Schools; Research Methodology; High School and Beyond
Comments = This review of the draft of "Public and Private Schools," by Coleman, Hoffer and Kilgore, is divided into three parts. Part 1 describes the major contribution that "Public and Private Schools" makes to our understanding of education: it provides a great deal of new and important information about secondary school education in America today. Part 2 explains why this document does not provide evidence on the relative quality of education provided by public, Catholic, and non-Catholic private schools. Part 3 explains why the evidence in the document is not sufficient to project the effects of tuition tax credits or vouchers on the educational opportunity available to poor and minority group children.

Reference Volume HS&B--Recent Additions Volume #2

******* Volume-ID = 2- 27 Book Reference *****************
Authors = Natl. Acad. of Sciences
Book = Report of the Meeting of a Panel to Review the Statistical Methodology of the Report "Public and Private Schools"
Volume = Year = July 1981 Pages = 64p
City = Washington, D.C. Publisher = National Academy of Sciences
Topics = Catholic Schools; Data Analysis; Private Schools; Public Schools; Research Methodology; High School and Beyond
Comments = This report, by Miron L. Straf of the National Academy of Sciences, reflects his selection, summary and understanding of points raised by participants in a review panel intended to advise James Coleman on the strengths and adequacy of the sample and analytical methods used for inferences in "Public and Private Schools," and to suggest further analysis and interpretation of the data. There was a consensus that two points were most important. First, one should not draw inferences about the national population of non-Catholic private schools: the sample is too small, from too heterogeneous a population, and with too much nonresponse. Although these schools constitute a fallible national sample, they should nevertheless be described and included in analyses. Second, inferences are sensitive to the choice of analysis that is used. Alternative analyses should be made and reported. One type of alternative analysis should include variables pertaining to schools, in particular one to distinguish between vocational and academic curricula in the public high schools. Comparison would then be possible for students within the same curriculum. Additional major points are made under sections which specifically address issues of 1) Sample, 2) Measures, and 3) Analyses and Inferences.

Reference Volume HS&B--Recent Additions Volume #2

******* Volume-ID = 2- 28 Book Reference **********

Authors = Owings,JA
Book = High School and Beyond Tabulation: History Credits Earned by 1980 High School Sophomores Who Graduated in 1982
Volume = Year = July 1985 Pages = 32p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Course Offerings; High School Sophomores; History Coursework; High School and Beyond
Comments = Tables in this tabulation show, for high school sophomores who graduated in 1982, by selected student and school characteristics, 1) percentages who took specified types of history courses; 2) percentages who took honors courses in specified fields; 3) mean number of Carnegie units earned in specified types of history courses; 4) mean number of Carnegie units earned in honors courses in specified fields; 5) mean grade point average earned in specified types of courses; 6) mean grade point average earned in specified honors courses; 7) percentages of high schools offering credit in specified fields of study; 8) percentages of high schools offering credits in specified types of history courses; 9) percentages of high schools offering credits in non-U.S. history courses; 10) percentages of high schools offering honors courses in specified fields; 11) mean number of credits offered by high schools in specified social science areas; 12) mean number of Carnegie units offered by high schools in U.S. history courses; 13) mean number of Carnegie units offered by high schools in non-U.S. history courses; and 14) mean number of honors credits offered in specified fields. Data are from HS&B base year, FU-1, and FU-2 student responses, and from the HS&B High School Transcripts Study.

Reference Volume HS&B--Recent Additions Volume #2

******* Volume-ID = 2- 29 Book Reference **********

Authors = Owings,JA; Kolstad,AJ

Book = High School and Beyond Tabulation: High School Dropouts Two Years after Scheduled Graduation

Volume = Year = May 1985 Pages = 33p

City = Washington, D.C. Publisher = NCES (ED)

Topics = High School Dropouts; High School Sophomores; School Characteristics; Student Characteristics; High School and Beyond

Comments = Tables in this tabulation show, by selected student and school characteristics, 1) educational status in 1984 of students who dropped out of high school before scheduled graduation in 1982, controlling for a) high school curriculum, b) race/ethnicity, c) sex, and d) year dropped out. Other tables show, by selected student and school characteristics, 1) the percentage distribution of high school dropouts by sex and high school curriculum, and 2) the percentage distribution of high school dropouts by race/ethnicity and year dropped out. The last two tables show, for high school dropouts leaving school before scheduled graduation in 1982, by selected student and school characteristics, 1) the percentage who were engaged in specified activities in spring 1984, and 2) the percentage who were working in October 1983. All estimates tabulated were based on the High School and Beyond second follow-up (1982) survey of the sophomore cohort.

******* Volume-ID = 2- 30 Book Reference **********
Authors = Owings,JA; Stocking,C
Book = Characteristics of High School Students Who Identify Themselves as Handicapped
Volume = Year = June 1985 Pages = 42p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Handicapped Students; High School Students; Mainstreaming; High School and Beyond
Comments = This publication examines data about handicapped students in American high schools, using data from High School and Beyond student, teacher, and school files. Measures of handicappedness derived from both student self-reports and teacher identification are used by the authors to identify students who may exhibit various degrees of handicappedness. These students are then compared to non-handicapped students on a variety of measures including background characteristics, school performance, and student self-perceptions (self-esteem and locus-of-control). HS&B estimates on the incidence of handicapped individuals in the high school population are compared to those obtained from other data sources. Recommendations are made for using the HS&B data base to study handicapped students.

******* Volume-ID = 2- 31 Book Reference **********
Authors = Plisko,VW; Stern,JD
Book = The Condition of Education, 1985. Statistical Report
Volume = Year = 1985 Pages =
City = Washington, D.C. Publisher = NCES (ED)
Topics = High School Students; Postsecondary Education; Teachers; High School and Beyond
Comments = This statistical report profiles trends and developments in students and schooling at all levels of education. Special emphasis chapters in the 1985 edition focus on elementary and secondary school teachers, special education, and the transition from high school.

******* Volume-ID = 2- 32 Chapter of Book Reference ******

Authors = Ravitch,D
Chapter = Initial Comments by Diane Ravitch
Volume = Year = Apr 1981 Pages = 36-38
Book = Coleman Report on Public and Private Schools: The Draft Summary and Eight Critiques (School Research Forum)
City = Arlington, Virginia Publisher = Educational Research Services
Editors = Crain,RL
Topics = Private Schools; Public Schools; High School and Beyond
Comments = In her review of the draft of "Public and Private Schools" by Coleman, Hoffer and Kilgore, Diane Ravitch reminds advocates of public education of some of Coleman's conclusions. "Coleman demonstrates that good schools do make a difference and identifies the kinds of policies that produce student achievement, in both public and private schools, as well as the factors that impair learning." Ravitch concludes: "In short, good schools are schools that make strong academic demands and sustain a stable climate for learning, no matter who attends them. Many good schools are public schools, but Coleman's survey shows that, on the whole, public schools have lowered their requirements, decreased their expectations, made basic courses optional and learned to tolerate intolerable behavior. The publication of these findings should serve as powerful documentation of the need to improve the quality of education in public schools, and of the power of educators to succeed in doing so."

Reference Volume HS&B--Recent Additions Volume #2

******* Volume-ID = 2- 33 Book Reference **********

Authors = Stowe,PS

Book = High School and Beyond Tabulation: Savings, Wealth, Loanable Funds, and Income of Families of 1980 High School Sophomores and Seniors

Volume = Year = Apr 1985 Pages = 24p

City = Washington, D.C. Publisher = NCES (ED)

Topics = Family Assets; High School Students; School Characteristics; Student Characteristics; High School and Beyond

Comments = Tables in this tabulation show percentages of families of 1980 high school sophomores and seniors, by selected student, school, and financial aid characteristics, 1) by 1979 annual savings; 2) by available family wealth; 3) by annualized loanable funds; and 4) by 1979 income. A fifth table shows average income, annual savings, available loanable funds, true net family cost of college, and true net student cost of college for families of 1980 high school sophomores and seniors by selected student, school, and financial aid characteristics. Data displayed in these tables were derived from student responses to the High School and Beyond (HS&B) first follow-up (1982) questionnaire and parent responses to the HS&B base year (1980) parent questionnaire.

******* Volume-ID = 2- 34 Book Reference **********

Authors = Stowe,PS

Book = High School and Beyond Tabulation: Estimated Student Eligibility Indices, Pell Grant Awards Received, and Percentages of Award Recipients under Alternative Pell Grant Award Systems

Volume = Year = Apr 1980 Pages = 30p

City = Washington, D.C. Publisher = NCES (ED)

Topics = Financial Aid; High School Seniors; Postsecondary Education; School Characteristics; Student Characteristics; High School and Beyond

Comments = The first table in this tabulation shows, by selected student, school, and financial aid characteristics, the estimated average student eligibility index (SEI), Pell award, percent receiving a Pell award, and the average of actual award received. Remaining tables show, by selected student, school and financial aid characteristics, the estimated average SEI, award, and percent receiving an award for 1980 h.s. seniors attending a postsecondary institution in the 1980-81 school year, 1) by alternative income and wealth tax parameters for the Pell grant award system; 2) by alternative income and maximum employment expense level (EEL) parameters for the Pell grant award system; 3) by alternative income and employment expense multiplier (EEM) parameters for the Pell grant award system; 4) by alternative income tax and family size offset (FSO) parameters for the Pell grant award system; 5) by alternative wealth tax and FSO parameters for the Pell grant award system; and 6) by alternative wealth tax and asset reserve (AR) parameters for the Pell grant award system. Data displayed in these tables were derived from HS&B first follow-up (1982) student responses, from parent responses to the HS&B parent questionnaire (1980), and from Pell grant records.

Reference Volume HS&B--Recent Additions Volume #2

******* Volume-ID = 2- 35 Book Reference **********

Authors = Stowe,PS
Book = High School and Beyond Tabulation: Four Measures of Family Income
Volume = Year = Jan 1985 Pages = 38p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Family Income; High School Students; School Characteristics; Student Characteristics; High School and Beyond
Comments = Tables in this tabulation show percentages of 1980 high school sophomores and seniors, by selected student, family, and high school characteristics, 1) whose (conventional) family incomes were in specified ranges; 2) whose (comprehensive) family incomes were in specified ranges; 3) whose (potential lifecycle) family incomes were in specified ranges, and 4) whose (potential lifecycle potential wealth) family incomes were in specified ranges. Other tables show percentages of 1980 high school seniors attending college in the 1980-81 school year, by selected college student characteristics, 1) whose (conventional) family incomes were in specified ranges; 2) whose (comprehensive) family incomes were in specified ranges; 3) whose (potential lifecycle) family incomes were in specified ranges; and 4) whose (potential lifecycle potential wealth) family incomes were in specified ranges. A last set of tables contains this same information for 1980 high school seniors attending college in the 1981-82 academic year. All data displayed in this tabulation were derived from responses to HS&B base year (1980), first follow-up (1982), and parent survey (1980) questionnaires.

Reference Volume HS&B--Recent Additions Volume #2

******* Volume-ID = 2- 36 Book Reference **********

Authors = Stowe,PS
Book = High School and Beyond Tabulation: Characteristics of Pell Grant Recipients
Volume = Year = July 1985 Pages = 41p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Financial Aid; High School Seniors; Postsecondary Education; School Characteristics; Student Characteristics; High School and Beyond
Comments = Tables in this tabulation show percentages of 1980 h.s. seniors attending selected types of postsecondary institutions who received a Pell grant, by selected student, high school, and financial aid characteristics, 1) in the 1980-81 school year, and 2) in the 1981-82 school year. Other tables show percentages of 1980 h.s. seniors who received and did not receive a Pell grant, by selected student, high school, and financial aid characteristics, 1) who were attending a voc./tech or 2-yr public school a) in 1980-81, and b) in 1981-82; and 2) who were attending a 4-yr school a) in 1980-81, and b) in 1981-82. Other tables show 1) the average Pell grant award, and 2) average costs, for 1980 h.s. seniors attending a postsecondary institution, by type of institution and by type of student, high school, and financial aid characteristics a) in 1980-81, and b) in 1981-82. A final table shows the average difference between the total cost of going to school and the student eligibility index for 1980 h.s. seniors attending a postsecondary institution in 1980-81, by type of postsecondary school attended and by student, high school, and financial aid characteristics. Data in these tables were derived from the HS&B FU-1 and parent surveys, and from Pell grant and HEGIS data.

******* Volume-ID = 2- 37 Book Reference *****************
Authors = Stowe,PS
Book = High School and Beyond Tabulation: Loans and Grants Received by College Students Whose Parents Saved and Did Not Save for College
Volume = Year = Oct 1984 Pages = 20p
City = Washington, D.C. Publisher = NCES (ED)
Topics = Financial Aid; High School Seniors; Parental Assistance; Postsecondary Education; School Characteristics; Student Characteristics
Comments = Tables in this tabulation show percentages of high school seniors attending college in the 1980-1981 school year who received a grant or loan, by whether or not their parents had saved for college, and 1) by selected student and school characteristics; 2) by family wealth characteristics; and 3) by various parental wealth measures. Data displayed in these tabulations were derived from parent responses to the High School and Beyond Parent Questionnaire in the base year (1980), and from student responses to base year and first follow-up (1982) survey questionnaires.

******* Volume-ID = 2- 38 Book Reference *****************
Authors = Takai,RT; Owings,JA; Fetters,WB; Peng,SS
Book = The National Commission and Current Data Sets: Files, Findings, and Futures
Volume = Year = Apr 1984 Pages = 23p
City = New Orleans Publisher = Paper, Am. Educ. Research Assoc.
Topics = Research Findings; Study Design; High School and Beyond
Comments = This paper discusses the study design of High School and Beyond (HS&B), specifications of the sample, and the types of information collected. It also describes some of the analyses done by NCES staff in response to "A Nation at Risk," and some of the on-going research topics using HS&B data. It concludes with descriptions of collections currently being considered by NCES.

Reference Volume HS&B--Recent Additions Volume #2

******* Volume-ID = 2- 39 Chapter of Book Reference ******
Authors = Thomson,SD
Chapter = Initial Comments by Scott D. Thomson
Volume = Year = Apr 1981 Pages = 38-42
Book = Coleman Report on Public and Private Schools: The Draft Summary and Eight Critiques (School Research Forum)
City = Arlington, Virginia Publisher = Educational Research Service
Editors = Crain,RL
Topics = Public Schools; High School and Beyond
Comments = In his review of the draft of "Public and Private Schools" by Coleman, Hoffer and Kilgore, Scott D. Thomson argues that public schools are today performing "extremely well," and cites the areas of national academic competition, entrance into colleges and universities, performance on college aptitude tests, and success as adults as evidence of this contention. Thomson discusses the role of public education in this country, and concludes that "[c]riticism of the public schools using incomplete data inappropriately applied misleads the public about the full contributions of the public schools."

Reference Volume HS&B--Recent Additions Volume #2

******* Volume-ID = 2- 40 Journal Reference **********
Authors = Willms,JD
Article = Catholic-School Effects on Academic Achievement: New Evidence from the High School and Beyond Follow-Up Study
Volume = v58 n2 Year = Apr 1985 Pages = 98-114
Journal = Sociology of Education
Topics = Academic Performance; Catholic Schools; Public Schools; Student Characteristics; High School and Beyond
Comments = Willms estimated Cath. school effects with 4 different statistical models. Each regresses senior test scores on soph. pretest scores; soph. test scores in reading, vocab. and gen. math.; and a set of background variables describing stud. chars. and fam. background. Three of the models incl. background measures from prev. published studies; the 4th is a parsimonious model incl. only the most impt. control variables. Willms conducted several subsidiary analyses to ensure that the results were not substantially biased due to such factors as the meth. of handling missing data, the differential dropout rate between the 2 sectors, and the ceiling effects on the outcome measures. Willms also examined the extent to which the achiev. tests were valid indicators of stud. growth in acad. ach. The results suggest that there are no pervasive Cath. sch. effects. Pub. schools had a small advan. in sci. and civics; Cath. schools had an advan. in rdg., vocab., math. and writing. All effects were very small....the analyses also suggest that the tests are rel. poor meas. of acad. growth during the 11th and 12th grades. Thus the tests may not be sensitive enough to detect diffs. bet. public and Cath. schools in their effects on stud. achievement. One of 4 articles on pub. v. priv. school debate using '80 & '82 HS&B data.

Part IV--List of Topics

REF-11 allows up to eight topics to be listed in the "topics" field; each topic can be a maximum of 26 characters in length. Following is a list of topics under which references in this bibliography can be accessed.

Ability
Ability Grouping
Ability Tests
Academic Achievement
Academic Aptitude
Academic Aspiration
Academic Performance
Academic Records
Achievement Gains
Achievement Rating
Achievement Tests
Adolescent Expectations
Adolescents
Alcohol Use
Annual Earnings
Aptitude Tests
Army
Asian-American Students
Asian-Pacific Americans
Attendance Problems
Attitudinal Outcomes
Basic Skills
Behavior Problems
Behavioral Outcomes
Bilingual Education
Bilingual Education Progs.
Black Males
Black Students
Boredom
Business Responsibility
Calif. Assessment Program
California
Career Aspirations
Career Choice
Carnegie Units Taken
Catholic Schools
Class Preparation
Class. of Sec. Sch. Cours.
Classification
Codification
Cognitive Achievement
Cognitive Development
Cognitive Outcomes
Cognitive Style
Cognitive Tests
College
College Attendance
College Bound Students
College Choice
College Costs
College Plans
College Preparation
Comparative Analysis
Compulsory Education
Computer Assisted Instruc.
Community Service Programs
Consultants
Correlation
Cost Effectiveness
Course Descriptions
Course Enrollments
Course Offerings
Course-taking Patterns
Courses
Credibility
Crime
Curriculum Design
Curriculum Tracking
Data Analysis
Data Collection
Data Processng
Databases
Decision Making
Demography
Differences
Disabilities
Disadvantaged Youth
Discipline
Discipline Policy
Discipline Problems
Dropout Attitudes
Dropout Characteristics
Dropout Rate
Dropouts
Early Life Transitions
Economic Characteristics
Educ. Status Comparison
Education Majors
Education Work Relationshp
Educational Assessment
Educational Change
Educational Demand
Educational Environment
Educational Opportunities

Educational Outcomes
Educational Policy
Educational Quality
Educational Research
Educational Researchers
Educational Resources
Educational Status Compar.
Employability
Employed Parents
Employment
Employment Level
Employment Patterns
English Coursework
English Instruction
Enrollment
Enrollment Influences
Equal Education
Equity (Education)
Error of Measurement
Ethnicity
Evaluation Criteria
Evaluation Methods
Expectation
Expenditure Per Student
Extracurricular Activities
Family Assets
Family Characteristics
Family Income
Federal Aid
Federal Government
Female Students
Females
Financial Aid
Financial Aid Applicants
Followup Studies
Foreign Language Courses
Gain Scores
Geographic Mobility
Goodness of Fit
Government Role
Grade Inflation
Grade 10
Grade 12
Grades (Scholastic)
Graduate School
Graduate Student Borrowing
Graduation Standards
Grouping (Instr. Purposes)
Handicapped Students
HEGIS
High School and Beyond
High School Counselors
High School Course Grades
High School Courses
High School Discipline
High School Dropouts
High School Employment
High School Grades
High School Graduates
High School Seniors
High School Sophomores
High School Students
High School Teachers
High Schools
Higher Education
Hispanic Amer. Achievement
Hispanic Americans
Hispanic Students
History Coursework
Holistic Approach
Homework
Illinois
Improvement
Individual Characteristics
Influences
Institutional Characteris.
Inter Rater Reliability
Interviews
Job Satisfaction
Language Maintenance
Language of Instruction
Language Usage
Languages
Latent Trait Theory
Length of Residence
Library Index
LISREL Computer Program
Locus of Control
Longitudinal Studies
Low SES Students
Mainstreaming
Marijuana Use
Maternal Employment
Mathematical Models
Mathematics Achievement
Mathematics Teachers
Medium-High SES
Military Enlistment
Military Recruitment
Military Service
Minority Group Children
Minority Groups
Minority Students
Minority Youth Unemploymt.
Models
Mothers
Multivariate Analysis
Nat. Com. on Excel. in Ed.
National Surveys
NCES

NLS--Labor Force Behavior
NLS-72
Nontraditional Education
Occupational Aspirations
Occupational Goals
Occupations
Organiz. Effectiveness
Outcomes of Education
Parent Attitudes
Parent Background
Parent Finan. Contribution
Parent Influence
Parental Assistance
Parental Finan. Supt.--PSE
Parental Involvement
Parents
Part Time Employment
Participant Characters.
Path Analysis
Performance Factors
Philadelphia, Pa.
Policy Formation
Policy Issues
Political Issues
Postsecondary Education
Postsecondary Institutions
Predictor Variables
Pretests Posttests
Private Education
Private School Aid
Private Schools
Program Effectiveness
Program Improvement
Public Education
Public Opinion
Public Policy
Public Schools
Questionnaires
Race
Racial Bias
Racial Composition
Racial Differences
Racial Segregation
Reading Achievement
Reading Research
Reliability
Research Design
Research Findings
Research Methodology
Research Problems
Research Reports
Research Tools
Sample Design
Sampling
School Administrators
School Bus. Relationship
School Characteristics
School Desegregation
School Effectiveness
School Experiences
School Policy
School Problems
School Role
School Schedules
School Segregation
School Surveys
Science Careers
Science Coursework
Science Teachers
Sciences
Scores
Scoring
Secondary Education
Secondary School Curric.
Secondary School Math.
Secondary School Science
Secondary School Students
Self-Concept
Self Control
Self Esteem
Selective Admission
Sex
Sex Differences
SHEEO
Siblings
Small Schools
Social Policy Research
Social Science Research
Socioeconomic Background
Socioeconomic Factors
Socioeconomic Status
Staff Evaluation
Standardized Tests
Standards
State Government
State Programs
State Surveys
Statistical Analysis
Statistical Bias
Statistical Data
Stratification
Student Ability
Student Achievement
Student Attitudes
Student Behavior
Student Characteristics
Student Costs
Student Disciplin. Probs.
Student Educ. Objectives
Student Employment

Student Evaluation
Student Financial Aid
Student Leadership
Student Needs
Student Participation
Student Self-Concept
Student Teacher Ratio
Study Design
Study Habits
Tax Credits
Teacher Attitudes
Teacher Perceptions
Teachers
Teaching (Occupation)
Test Anxiety
Test Bias
Test Items
Test Results
Test Selection
Test Validity
Testing Problems
Testing Programs
Theater Arts
Time on Task
Time Spent on Homework
Tracking
Tuition
Twins
Upward Bound
Validity
Value Judgment
Vocational Aspirations
Vocational Behavior
Vocational Education
Wage Rates
Wash. Supt. of Pub. Instr.
Washington
Well Being
White Males
White Students
Work Attitudes
Writing Evaluation
Young Adults
Youth
Youth Attitude Tracking St
Youth Employment

Part V--References in Bibliographic Format

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